Program Highlights

Department of Germanic Languages and Literatures

The department offers three degree programs: BA in German, MA in German and PhD in German.

• For 50 years, the department has conducted summer language institutes in Germany, now at two locations: Holzkirchen (Bavaria) and Eutin (Schleswig-Holstein) and recognized throughout the U.S. as “excellent in every regard.” Former summer language institute participants have contributed some $1,800,000 in endowed scholarships for these programs in the past several years.

• The German business language program at the University of Kansas is characterized by outside reviewers as “the best program in the United States.” In addition to course work and internships, the program is also a national testing center for certification in German business language in cooperation with the international Goethe Institute.

• For 45 years, our undergraduate and graduate curriculum has been enriched each spring by the teaching of an eminent scholar from a Germany university, supported by annual grants from the Max Kade Foundation.

• Each year two to four dissertation students are awarded Max Kade Dissertation Fellowships for the entire academic year, enabling them to finish their degree in a timely fashion with full support.

• Recent PhD students have been placed in tenure-track positions at Southern Illinois University, Pennsylvania State University, Washburn University, Kenyon College and Lebanon Valley College (Pennsylvania) among others.

• Collaborative research between graduate students and faculty has produced a website about German immigration to Kansas and Kansas German dialects, allowing scholars and the public hear and study the languages of Kansas German immigrants and their descendants.

• Faculty members have made over 100 humanities presentations in Kansas, most recently in Cheyenne County in the northwest and in Labette County in the southeast.
Department of Germanic Languages and Literatures

Self-Study Narrative and Faculty Statements

Introduction

Mission

With the emphasis on international education and research at the University of Kansas and the centrality of modern Germany to an understanding of European history and culture, a comprehensive program in Germanic studies is essential to the overall mission of the College and the University. Many Kansans are also descendants of thousands of immigrants of German ancestry, including several thousand German-speaking Mennonites who have recently migrated to southwestern Kansas from Mexico. Our program serves as a cultural bridge focusing not only on the language, literature and culture of several significant European countries but also on the impact of the immigrants from those countries on the cultural and social fabric of our state and region.

Faculty

With seven tenure-track faculty at present (six as of August 2010) and five lecturers/courtesy faculty, the Germanic studies program is highly productive. We are engaged locally, regionally and internationally. Faculty research includes modern and medieval German literature, exile studies, second language acquisition, linguistics, and interdisciplinary endeavors with colleagues in a variety of other disciplines. Collaborative teaching with faculty in education, business, psychology, anthropology, architecture, European and American studies enriches our program. With over a hundred years of combined teaching experience and a number of awards for teaching excellence, our faculty members have the privilege of working in smaller-sized classes with students qualified to continue at the advanced level in German.

Degree Programs

Comprehensive structured degree programs for the B.A., M.A., and Ph.D. in German emphasize linguistic, literary and cultural studies on the basis of proficiency in German. At each level our students are encouraged to study abroad and gain intercultural insights and experience. Undergraduate honors projects, M.A. theses and doctoral dissertations involve students at all levels directly with faculty research and foster independent research. Our undergraduate program has attracted some of the very best students at the University. Those completing an M.A. in Kansas readily find acceptance in doctoral programs in German. Graduates of our Ph.D. program find employment in secondary and higher education as well as government.

Service to the University

Our language proficiency courses in German and other Germanic languages serve the general education requirements for the B.A. in the College and the B.S. in Journalism as well as fulfilling the research skill requirement for graduate students in other disciplines. Principal courses in
German literary and cultural studies taught in English are offered as part of the distributional requirements for the B.A. in the College and other schools. Students in a variety of disciplines and schools take course work in our program to complete a minor or concentration in German. At the upper division we provide courses for the major and minor in foreign language certification in cooperation with the School of Education. Special courses in German as well as internships in Germany are offered for students in the professional schools. We also collaborate with University programs and units such as European Studies, the Center for Global and International Studies, and the Center for International Business Education and Research.

Study Abroad and Outreach

For nearly fifty years, departmental faculty members have supervised summer study abroad in Germany for thousands of KU students in our language and culture institutes in Eutin and Holzkirchen. Our faculty members are also engaged in a number of outreach programs through active participation in Lawrence Sister Cities (especially in conjunction with the sister cities relationship with Eutin, Germany), the Speakers Bureau of the Kansas Humanities Council (providing programs for Kansans throughout the state) and the Kansas Association of Teachers of German (primarily through hosting the annual KATG Schülerkongress). Faculty are also active in professional associations reflecting the range of research and teaching interests in our program from medieval literature to twentieth-century exile studies, from second language acquisition to German-American studies.

German Language Proficiency Sequence (Lower Division Courses)

A. Objectives and general description

The primary objective of our German language proficiency sequence is to develop communicative competence and literacy in German language and culture in the more than 250 students enrolled in classes each semester. In this way, we contribute to achieving the nationwide goal in Foreign Language Education outlined in the recent (2007) Modern Language Association report: overcoming “the nation’s language deficit” and fostering “translingual and transcultural competence.”

The four levels of our proficiency sequence (Elementary German I and II and Intermediate German I and II) are defined in accordance with the National Standards developed by the American Council on the Teaching of Foreign Languages (ACTFL) and correspond to specific objectives formulated in terms of the language use modes (interactional, interpretive, presentational) and skills (speaking, listening, reading, and writing). We enforce responsibility, autonomy, and creative thinking in our students and strive to help them to become independent language learners. The general teaching approach promoted in the program is oriented toward communicative, task-based, and form-focused instruction. While much of the class time is devoted to aural-oral interactive activities, a substantial part in all courses is spent for creating and interpreting meaning through texts as well as form-focused grammar instruction. This balanced approach is beneficial for students merely completing their language requirement and bridges the transition from lower to upper division courses for those who continue as German majors and minors.
Our 100-level sequence consists of two five credit hour courses (GERM 104 and 108) and our 200-level sequence consists of two three credit hour courses (GERM 212 and 216/218). Especially motivated and skillful students have the opportunity to enroll in Honors courses (GERM 105, 109, 213 and 217). Courses in the language proficiency sequence are taught by Graduate teaching assistants (GTAs) under the supervision of a tenure-track faculty member with a specialization in Applied Linguistics and Second Language Acquisition (see section Teacher Training for Graduate Students). The intermediate Honors courses (GERM 217 and sometimes 213) are taught by faculty on a rotation basis.

The lower division courses generate 85% of our undergraduate credit hours, which consist primarily of the basic language proficiency sequence. The department has maintained a 5-year average of 2,939 SCH in the lower division with an increase from the 5-year average of 2,889 for 2000-2004. A downward trend for 2006-2007 and an upward trend for 2008-2009 may be noticed (see Data Sheets in Supplemental Materials):

<table>
<thead>
<tr>
<th>Year</th>
<th>FY 2005</th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>5 Year Average</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>3,114</td>
<td>3,060</td>
<td>2,755</td>
<td>2,781</td>
<td>2,985</td>
<td>2,939</td>
</tr>
</tbody>
</table>

B. Innovations in the German Language Proficiency Sequence

Nina Vyatkina, Assistant Professor of German Applied Linguistics and coordinator of the German language proficiency sequence since Fall 2007, continuously works on improving our lower division courses and the progression between courses. She has implemented systematic curricular innovations based on her own research in second language acquisition and language pedagogy, best practices in the profession, and student feedback. Most of these innovations (see 2-11) are based on integrating instructional technology into language teaching. Technology in our program is used to enhance language learning in our students, to give our GTAs cutting edge tools for updating and enlarging their teaching repertoire (see section Teacher Training for Graduate Students), as well as to save both instructors’ and students’ time previously spent on routine tasks.

1. Designing and offering a lower division course in Business German. In Spring 2010, a new course is being offered for the first time as an alternative to Intermediate German II (GERM 216): Introductory Business German (GERM 218). This three credit hour course will provide an introduction to the two-tier sequence of specialized upper division courses in Business German (GERM 352 and 462) that have been offered in our department for several years (see section on Business German). By offering this course, we seek to recruit additional undergraduate minors and majors out of the proficiency sequence who are interested in learning and using German for their professional purposes rather than in studying literature. At the same time, the course will complete the proficiency sequence for students who take German to satisfy the language requirement similarly to GERM 216. Students have already expressed considerable interest in this course: 10 out of the 60 students who took GERM 212 in Fall 2009 have enrolled in GERM 218 in Spring 2010. The course will be taught each spring semester by an experienced GTA who
will concurrently assist the faculty member teaching GERM 462 as an intern and will teach GERM 352 during the next semester. This arrangement will facilitate multifaceted GTA training in teaching German for specific purposes.

2. **Blackboard.** This KU online course management system is used by all GTAs for communicating assignments, deadlines, grades, and other important information to their students (until Fall 2009, the use of Blackboard was optional).

3. **Introducing Technology into Teaching Beginning German.** A New Designs in Teaching Grant ($1,500) was presented to Nina Vyatkina by the KU Center for Teaching Excellence (CTE) to support this project in Spring 2008. Among other activities, the award funded extra hourly work by GTAs teaching the GERM 104 courses who helped the coordinator to develop media-based teaching activities and tested them in their classes. Technological innovations that proved successful during the project have been subsequently implemented in all lower division classes (see below).

4. Biweekly media class meetings in a computer laboratory. During these meetings, students complete tasks related to real-life situations and based on finding information on authentic German-language websites (e.g., shopping, finding apartments for rent, designing itineraries), work on culture projects, complete computer-assisted writing and editing assignments, and practice pronunciation. The GTAs are being trained how to make such learning activities and projects meaningful to students thus empowering them to participate in real-life situations and interact with the German-speaking world.

5. An online workbook and lab manual in GERM 104/105, 108/109, and 212/213 replaced the outdated paper version in 2008. Following mostly negative student comments on the online platform used for this workbook (*Quia*), it was replaced with a different electronic workbook (*E-Tutor*) in Fall 2009, which is more user-friendly and provides automatic feedback to student responses tailored to each student’s performance level. This new interactive electronic workbook is a cutting-edge research-based tool working as an individualized electronic tutor. The reactions of students to this tool have been much more positive.

6. **Process-based approach to writing assignments.** Contemporary research has shown that traditional approach to second language writing based on single-draft essay submissions corrected by teachers results in very little language development in students while imposing significant time and effort burden on teachers. To account for these findings, the writing component in our proficiency sequence has been gradually restructured to differentiate assignments into shorter single-draft journal entries and longer multiple-draft essays. Journals are conceived of as an exercise for writing fluency, and corrective feedback is provided only on essays, whereby students receive peer feedback on the first draft, teacher feedback on the second draft, and then they revise the essays and submit a final draft. The coordinator has developed detailed guidelines for this multi-stage process with special attention devoted to the organization of computer-assisted peer feedback sessions conducted during media classes. Students react very positively to these changes. In addition, GTAs are given an option to provide computer-assisted corrective feedback using an electronic “German toolbar” developed by the coordinator in collaboration with EGARC. Samples of student electronic writing have been collected by Nina
Vyatkina since Spring 2008 under support of the KU New Faculty General Research Fund used to pay a student hourly worker recruited from our GTAs.

7. **Reading activities.** Similarly to writing, reading has been somewhat neglected in the communicative language teaching approach that has become dominant in the US during the last two decades. To remedy this situation, we are making an effort to enhance the reading component in our courses. To this end, the coordinator reserves up to ten class periods for reading and discussing literary and non-literary texts in each of the first three levels of the proficiency sequence, whereas the fourth level curriculum is based entirely on reading and interpreting German short stories. The GTAs are being trained in designing pre-reading and post-reading activities that meaningfully engage students into a dialogue with the text. Furthermore, our reading activities and tests are being currently re-designed within the framework of a new international research project on second language reading comprehension funded by the German Research Foundation (DFG), on which Nina Vyatkina is a co-investigator and two our graduate students work as hourly research assistants. It will collect samples of student reading comprehension answers at short time intervals from Fall 2009 through Spring 2013 and store them in an electronic database.

8. **Speaking and listening activities and digital interviews.** While bringing writing and reading back into a mostly communicative language teaching approach, we continue to pay significant attention to the development of the skills of speaking and listening in our students. In each lower division course, most classroom time is devoted to oral interactions as well as various listening activities. For testing purposes, instructors conduct two oral examinations in which they interview pairs of students while discussing topics previously covered in the course. Following the most recent guidelines proposed by the ACTFL taskforce for Integrated Performance Assessment, our interviews include both the presentational and interactional language mode because students present a short monolog and then engage in a short dialog with a partner. The interviews are recorded digitally by using iPods provided by KU Ermal Garinger Academic Resource Center (EGARC) and stored by the coordinator in an electronic database.

9. **Assessment and testing.** The coordinator works closely with the GTAs to redesign midterm and final examinations in all courses so that they reflect the curricular innovations described above. Each test goes through multiple revisions by the coordinator and all GTAs teaching this specific course. We are gradually moving away from mechanistic items testing discrete grammar and vocabulary points toward a more integrated performance assessment approach recommended by ACTFL (see 8). Now each test follows a story line with two characters identified at the beginning. Furthermore, most items, while still testing the skills of listening, reading, and writing as well as vocabulary and grammatical knowledge, represent short coherent texts (to be read or written) rather than unrelated sentences. On the other hand, the longer essay component was removed from the final semester examination in Fall 2009. Instead, students in all lower division courses write a longer timed essay under controlled conditions during a media class at the end of the semester. This innovation will reduce students’ stress during the final examination and allow them to produce a better sample for performance assessment purposes. Moreover, students in levels 2-4 write this final essay to one and the same topic to the best of their abilities that will allow the coordinator to compare the learning outcomes across levels (an approach used in the
German program at the Georgetown University). The oral performance is tested by means of regular oral interviews (see 8).

10. **Student midterm course evaluations.** Nina Vyatkina has developed a detailed electronic course evaluation questionnaire consisting of questions requiring rating and short answers. The questionnaire solicits student feedback about all course components and is administered anonymously via Blackboard during a media class in the middle of the semester. This arrangement allows us to get a high response rate without imposing extra out-of-class work on students. The GTAs are encouraged to review and summarize student feedback in their classes, and the coordinator reviews feedback from all classes. So far, student feedback has prompted the coordinator to implement some significant curricular changes such as replacing the electronic workbook and integrating teacher and peer feedback in writing assignments.

11. **Collecting a longitudinal corpus of learner work.** Nina Vyatkina has been collecting learner performance samples at short intervals since Spring 2008. This project reflects the synergy between her roles as coordinator of our proficiency sequence and researcher in Second Language Acquisition and has been partly supported by internal and external funding. The longitudinal learner corpus is stored in an electronic database and includes writing samples (journals and essays, see 6), oral production samples (see 8), and reading comprehension answer samples (see 7). With this innovation we will be able to store and track student progress in all language modalities from semester to semester.

C. **Goals for Improvement and Change in the German Language Proficiency Sequence**

1. **Expand technology access.** A major obstacle to aligning our German language proficiency sequence to our innovation goals and to the state of the art in the profession is the limited access to computers and projectors in our assigned classrooms. Whereas the 100-level courses meet in technology-enhanced classrooms, the GERM 212 classroom is only equipped with a projection unit to which instructors must connect a laptop (their own or checked out from EGARC), and the GERM 216 classroom has no technology equipment except an overhead projector. Our GTAs have by now compiled an impressive repository of stimulating web-based and computer-based activities and materials (stored in the coordination Blackboard course BIG TIME, see section Teacher Training for Graduate Students), but to integrate these effectively into our entire program, we need computers and projectors in all our assigned classrooms. In addition, our department has been forced to significantly reduce the GTA allotment for printing and copying instructional handouts due to budget cuts. In order to keep the instruction process running smoothly and to save paper and ink, having technology-enhanced classrooms becomes an imperative.

2. **Establishing measurable learning outcomes for program evaluation.** Using the longitudinal learner corpus (described in B.11 above), Nina Vyatkina will quantify and compare proficiency levels of our learners from novice to intermediate stages. Internal and external funding is currently being sought to support this project that pursues both educational and research objectives. This project will feed into one of the current institutional priorities at the University of Kansas, which is the documentation of measurable student learning outcomes. Systematic collection and analysis of data from various sources, such as samples of student writing and
speaking, final exams, survey responses, syllabi, and instructional materials for hundreds of students over the whole duration of their enrollment in the German language program will allow Nina Vyatkina to carry out comprehensive evaluation of learning outcomes at each subsequent level of study. Based on these results, she will develop a plan for necessary program modifications and supervise the implementation of improvement. This project will further be integrated with the learning outcomes project for upper division courses conducted by James Brown in collaboration with the CTE (see section IV.C).

3. Continue implementing curricular innovations. The changes described in B above are by no means a completed process. All these innovations are ongoing and require continuous attention of the coordinator. We will continue to implement these changes in order to make the progression from level to level in our lower course division more sequential, long-range, and continuous.

4. Improve the articulation between the lower division and upper division courses. All faculty members in our department will work closely together to improve the cross-articulation between all undergraduate courses to eliminate the divide between lower-level (“proficiency-oriented”) and upper-level (“content-oriented”) courses typical of contemporary college foreign language programs. We will work toward the goal of “replacing the two-tiered language-literature structure with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole” formulated in the 2007 MLA report. As the first step, we will develop a plan to illuminate existing obstacles and suggest potential solutions for achieving this goal.

**Bachelor’s Program in German**

**A. Brief description of the Bachelor’s Program**

The Department of Germanic Languages and Literatures offers one undergraduate major: a highly structured, comprehensive Bachelors of Arts in German. This program requires a core of intermediate language and literature courses and offers a broad range of advanced courses in language, literature, linguistics, and cultural history on a regular basis for the completion of the major. The B.A. in German directly reflects the goals of a liberal arts education on the undergraduate level. While aiming at the mastery of the German language, the program prepares students to think clearly and critically, to communicate effectively in oral and written capacities, and to acquire an understanding of other cultures. The B.A. in German sets a structured requirement of 30 credit hours, while encouraging majors to pursue individual interests through a variety of advanced courses.

All members of the faculty, including the Max Kade Distinguished Visiting Professor, instruct the undergraduate majors each year. Each faculty member’s strengths in research and teaching are matched to our goal of preparing students for future academic and professional development. The University’s expressed goals of providing undergraduate students possible practice in research, professional training, and an international experience are met on various levels. The strength of the Department of Germanic Languages and Literatures program lies in its well-designed, comprehensive B.A. degree that affords students intensive, personal advising; allows
them to develop individual curriculum plans; and challenges and enables them to strengthen their advanced foreign language and critical thinking skills.

Credit hour production in courses for German majors (upper division undergraduate) exhibits a 5-year average of 774. A sharp increase in 2006 is followed by a decrease during 2007-2009. There is also a decrease in comparison to the 5-year average of 834 for 2000-2004 (see Data Sheets in Supplemental Materials):

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<tr>
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<th>FY 2005</th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>5 Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>646</td>
<td>864</td>
<td>848</td>
<td>768</td>
<td>742</td>
<td>774</td>
<td></td>
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</tbody>
</table>

There are significant differences in our undergraduate majors that should be noted. First there is a group of students who progress from Elementary to Advanced German all within the KU system. A second group consists of a significant number of German students who enter the department at the upper-division level. These students have typically either had advanced German programs in high school, a study abroad opportunity, or heritage speaker language skills. A survey of German students in the fall of 2002 indicated that there are about an equal number of German minors and majors taking German at the upper level. The upper-division level courses must thus be able to integrate a number of students that have studied with a variety of learning methods, appeal to the interests of students who study a wide variety of majors (Business, Journalism, Education, Music, Engineering, etc.), and at the same time offer a cohesive program to students pursuing a German major.

More than 80% of students who took GERM 216 courses in Fall 2006 – Spring 2007 (the last course to complete the mandatory language requirement) did not continue on right away with German courses—only 20% continued. Many students from GERM 216 delayed going into GERM 344/348 (the first sequence of courses that count toward the completion of the minor and major): 8 students from 2006 waited a whole year thus probably losing the ability to complete requirements for a major. Of the students in GERM 344/348, more than a third (15 of 43) had never taken German at KU before.

While enrollment in proficiency-sequence German courses has remained steady, enrollment in German courses at the upper-division (German major) has decreased in recent years. The latter finding represents a general trend in German enrollments on the national level. As can be seen from the following table, from 1990 to 1998 national enrollments in German dropped 33%, increased 5-6% from 1998 to 2006, and are currently decreasing nationwide (official data to be published in February 2010).

<table>
<thead>
<tr>
<th>Registrations in German</th>
<th>Percentage Change between Surveys</th>
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<tr>
<td>133,348</td>
<td>96,263</td>
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Excerpted from:

There is a 10-year average of 46 majors in German. After a significant increase of declared majors between 1999 and 2000 (from 32 in Fall 1999 to 43 in Fall 2000), the numbers held steady between 46 and 53 with a slight dip to 40 in Fall 2004, an increase to 55 in Fall 2005 and a slight dip to 44 in Fall 2008 (Data Sheets). In other words, interest in the German major has remained relatively steady, again showing the strength of this department in the face of national trends. The German major attracts students who are highly motivated, who start their German studies early and often attain the distinction of a double major.

B.A.’s awarded in German have fluctuated since 1999 with a 10-year average of 9. The numbers in the past five years have increased from 3 in FY 04-05 to 11 in FY 06-07, dropping slightly to 10 and 8 in the last two years.

Based on statistics reported in *Monatshefte* (Winter 2009), KU’s German program, with fewer full-time faculty on average (8 versus 12) than the universities (Arizona, Colorado, North Carolina, Oregon, Texas, and Wisconsin)—used as a comparison group in the most recent data provided to the department by KU’s Office of Institutional Research and Planning (OIRP)—also has fewer than the average number of majors enrolled in the program (currently 38 versus 57). However, when compared with the seven other Big 12 universities who reported data to *Monatshefte* (Baylor, Colorado, Iowa State, Missouri, Oklahoma, Oklahoma State, and Texas), KU’s German Department has a higher than average number of majors enrolled (38 versus 31) as well as a slightly higher than average number of bachelor’s degrees conferred (8 versus 7).

Looking to the future, Interest in the German major as well as completion of the B.A. with a German major appears to be steady and may even increase based on new enrollments from added courses and increased flexibility of the curriculum.

**B. Areas of strength of the Bachelor’s Program**

With the Max Kade Center for German-American Studies, the department is able to combine the aspects of research, teaching, and service that reach the majors in the B.A. program, the University, members of the community, and the state of Kansas. Students are able to use the facilities for seminars and specialized research, they can attend research conferences on topics ranging from Exile Studies to German Dialects in Kansas, and it serves students as a place to interact with other members of the University and the community.
A number of German majors achieve excellent academic records, which is underscored by a proportionately high percentage of advanced undergraduate majors receiving favorable consideration for prestigious national and international scholarships, including Fulbright and German Academic Exchange Service (DAAD) scholarships. Furthermore, successful participation of many majors as recipients of KU Graduate Direct Exchange Scholarships (GDX) at the Universities of Mainz, Kiel, Erlangen and others demonstrates positive results of the thriving combination of teaching and research in the B.A. program.

Long before KU’s Center for Global and International Studies was established in July 2009, the German program had been providing many opportunities for summer study in Germany through the nationally recognized departmental Summer Language Institutes in Eutin (Schleswig-Holstein) and Holzkirchen (Bavaria). Unique to Kansas, both programs are exceptional in terms of their sustained high quality, having served KU students and students from all over the United States for more than forty years (http://www2.ku.edu/~germanic/). By providing both an intermediate (Eutin) and advanced (Holzkirchen) language and culture focus, these Summer Language Institutes are central to the program’s continuing success and the University’s goal of internationalization. Several endowed departmental scholarship funds facilitate participation in the summer programs for highly qualified KU students. In addition, the University’s partnership with the University of Bonn in Germany as well as the broad range of other study abroad programs in Germany available through the Office of Study Abroad have allowed many majors and other students from the department to study at a German-speaking university for a semester or a year through a KU sponsored program.

As faculty and German majors attract students from outside programs through this variety of activities, another important aspect is the involvement of faculty and students in interdisciplinary initiatives such as the European Studies, Business as well as Humanities and Western Civilization. One product of this interdisciplinarity is the department’s participation in the Center for European Studies’ Co-Major. Several courses from the German B.A. program are cross-listed regularly with other programs and attract students from other disciplines, while providing German majors the opportunity to interact with other disciplines.

Students have been engaged in developing independent research topics in close cooperation with faculty members as part of their graduating with Honors in German – the faculty member’s research expertise often figures prominently in the insights provided by the students’ project.

Student-centered activities and organizations include the undergraduate KU German Club, which also arranges a film series throughout the academic year. Other club activities have included lectures and an evening of German board games. The Stammtisch, a weekly meeting organized by our GTAs for informal conversation in German with undergraduate students, has attracted majors and non-majors and faculty and other members from the University and community. Another favorite KU German Club activity in recent years has been the “Swiss Party,” organized in collaboration with members of KU’s French Club and Italian Club. In an annual scholarship and award ceremony, outstanding student achievement is celebrated in the Department’s Max Kade Center for German-American Studies.
C. Curriculum

The BA in German has, as described above, a highly structured and comprehensive curriculum. The requirements for the major consist of 30 credit hours (beyond the intermediate language courses), while encouraging majors to pursue individual interests through a variety of advanced courses. After the completion of 6 hours of German History and Writing Practice and German Culture and Writing Practice courses (2 courses from GERM 340, 344 and 348) and 6 hours of Introductory Literature Courses (2 courses from German 400, 408 and 416), each student may complete the remaining curriculum requirements by devising their own individual set of courses from the following:

One elective course at the 300-level or above. In recent semesters, courses included: German Cinema in Context; Business German; German Conversation for Everyday Use.

Five courses at the 500-level or above. (6 hours must be in literature). In recent semesters, courses included: Nineteenth-Century Literature; German Travel Literature; German Language and Society; Brecht’s Theatre; Advanced German Grammar; King Arthur in German Literature from the Middle Ages to Today; German Literature from the Beginning to 1750; Magic, Monsters and the Occult in German Literature; Goethe; Romanticism; and Schiller.

Every faculty member in the department teaches courses in the German major curriculum and most of the courses offered reflect the faculty member’s specific research expertise. The faculty’s specializations assure the presentation and discussion in each of the program’s classes of the most recent findings and queries. Over the years, a number of faculty members have received teaching awards to underscore their success as researchers in the classroom. This ideal combination of teaching and scholarship assures a constant high quality of the courses offered in the German program.

Recent and Future Innovations in the B.A. Program

1. Beginning in Fall 2009, the course titles for German 344 (Intermediate German I) and German 348 (Intermediate German II) were officially changed to German History and Writing Practice and German Culture and Writing Practice respectively, in order to attract more students and to reflect the content of each course more accurately.

2. Since Fall 2008, the German Department has participated in the University Task Force on Documenting Learner Success, a project initiated by the Office of the Provost, facilitated by the Center for Teaching Excellence (CTE) and coordinated in the department by James Brown. Taking part in this university-wide assessment of learner outcomes demonstrates the department’s intellectual engagement with the university community, its commitment to refining and improving its undergraduate curriculum and to examining the issue of basic competencies that students in our program should attain. The department currently continues to collect samples of students’ written work in German 344 and 348, and, in collaboration with the CTE, has developed a rubric for measuring student achievement in these two courses in the areas of critical writing skills and German language proficiency.
3. We plan to redesign the syllabi and course content for GERM 344 and GERM 348. Uneven proficiency levels represented in these classes due to varying language learning background among students need to be addressed. A well-rounded course curriculum and materials and activities stressing all language competency areas need to be implemented in these courses that help bring the students to a consistent level. The cross-articulation between the two courses needs to be enhanced. The department’s decision to focus on these two courses for the University Task Force on Documenting Learner Success is a concrete example of our taking measures to address this issue. In general, these courses need to be attractive and well advertised.

D. Quality of Students

The German major has a long-standing history of attracting students who excel both academically and in their personal lives. German continues to attract students with extremely high academic credentials, and the academic records of recipients of the B.A. in German reflect the highest standards. The German major has also appealed to students in other disciplines, which led many students to double-major in German as well as other disciplines such as Slavic Languages, Anthropology, Journalism, Education, and International Studies to name a few. The growing number of students enrolled in the Honors Courses offered in the B.A. program highlight the ability of students even at the beginning and intermediate level.

Several of the KU German majors have been awarded for their excellence with the receipt of prestigious awards such as Fulbright and DAAD Scholarships, others have demonstrated their qualifications with a continued pursuit of German literature and culture by earning doctorates from renowned universities or have pursued graduate education in German here at KU, and again others have gone on to law school or medical school. Some of the alumni from our internship program have gone on to graduate school at the best institutions in their field, while others landed jobs at international accounting firms.

E. Recruitment of potential majors

Departmental strategies to recruit new German majors are not only restricted to potential students from the KU student body, but also include high-school students in Lawrence and many other areas in Kansas:

German majors are often recruited through the intermediate and advanced language courses at KU. When students’ interests in the culture and language translate into an academic pursuit, the German major becomes a natural choice for some students.

Through aforementioned activities such as the KU German Club and the conversation table Stammtisch, interested and high ability students can be identified and directly approached about the possibilities of majoring in German. Sometimes students take part in these events because of friends who have already declared German as their major.

New German majors have also been recruited through the principal courses listed below that fulfill general undergraduate humanities requirements and appeal to a broader cross-section of
KU undergraduates (GERM 120, GERM 124, GERM 320, GERM 324, GERM 328, GERM 332).

The Summer Language Institutes in Eutin and Holzkirchen are often the ideal place to identify possible future German majors because of the long and constant interaction between the directing faculty member and the students.

The department’s active engagement with the KATG (Kansas Association of Teachers of German) has produced an important network with high school German teachers in the state of Kansas, who can help us identify incoming students with an aptitude for or interest in German. The Schülerkongress, an annual KATG event for Kansas high school students to challenge each other in a variety of German-language competitions, brings several hundred high school students to KU each spring. Because of the active participation of all faculty members, graduate students, and undergraduate majors, the event has been a successful way to advertise for KU and the German department over the years. Some high ability students, who had been Schülerkongress participants in the past, are now German majors at KU.

Faculty involvement and leadership in the Sister City relationship between Lawrence and Eutin, Germany, continues to be a significant outreach project that concurrently serves as an area of recruitment. Some faculty members serve on the Lawrence Sister Cities Advisory Board or as part of the citizen group “Friends of Eutin” in an advisory capacity for the ongoing high school student and teacher exchanges, exchanges in the arts, visits of delegations to and from Eutin, cooperation between libraries in both cities, and in laying the ground work for potential commercial ventures. The promotion of exchange programs in particular provide visibility of the department in the community and have in the past resulted in former high school exchange students majoring in German at KU.

For the future, we need to increase the retention of students completing the proficiency sequences and encourage them to enroll in courses leading to the German major or minor:

1. Broaden the department’s curriculum to attract a larger number of German minors from students who are interested in using German for their professional purposes. In Spring 2010, a lower division course will be offered for the first time as an alternative to Intermediate German II (GERM 216): Introductory Business German (GERM 218). This three credit hour course will provide an introduction to the two-tier sequence of specialized upper division courses in Business German (see section German language proficiency sequence).

2. Inform GERM 216 students that GERM 344 and 348 courses may be taken in any sequence and that GERM 344 does not constitute a prerequisite for GERM 348. This will eliminate waiting time for students who were previously postponing taking GERM 348 (offered only in spring semesters) until after having taken GERM 344 (offered only in fall semesters). The official changes in course titles implemented in 2009 have already had a positive effect in this regard.

3. Inform GERM 216 students that taking German as a minor may add an academically advanced international component to their undergraduate education and make them capable of
meaningfully integrating some foreign-language research and cultural perspectives into their chosen course of study.

**Undergraduate and Graduate Courses for Non-Majors**

**Minor in German**

Undergraduates in all majors in the College of Liberal Arts and Sciences as well as in the professional schools avail themselves of the opportunity to take a concentration (18 credits) in German beyond the proficiency sequence.

**Principal Courses for non-Majors**

For a number of years, the Department has offered four lower division “principal courses” taught in English (to fulfill general distributional requirements in the Humanities for the B.A. degree):

- GERM 120 German Classics in English Translation
- GERM 124 German Cinema in Context
- GERM 132 The German Cultural Heritage
- GERM 136 The German-American Experience

The department recently introduced four new principal courses at the upper division:

- GERM 320 Border Crossings in German Culture
- GERM 324 Magic, Monsters and the Occult in German Literature
- GERM 328 Germany in the Arts
- GERM 332 Berlin in German Culture

These courses serve the general educational needs of students in the undergraduate curriculum as well as a recruitment tool to attract students to the German major or minor.

**German for Students in Professional Schools**

The department collaborates with the School of Business in offering an external concentration in German for their students. Over the past several years we have introduced a two-tier sequence of specialized courses in Business German, as well as a certification program for Business German, and a number of summer internships with German businesses each year. In addition to students in the School of Business, we also work closely with students in Engineering, Journalism, and Architecture, Design and Planning to enhance their study of German and also to offer study abroad opportunities at German universities.

1. With the support of KU’s Center for International Business Education and Research (CIBER) we established a **Center for German for Professional Purposes**. In addition to the growing demand for Business German instruction at universities and the need for qualified faculty to teach these courses, a center such as this one is a valuable resource for training our graduate students in German for Professional Purposes, which will make them competitive in the job
market and will make KU more competitive among other top universities, many of which do not provide this opportunity to students.

2. Starting in Spring Semester 2010 students in the fourth semester of the proficiency sequence can now enroll in a special course section (GERM 218 Introduction to Business German) to concentrate on professional language materials rather than the standard fourth-semester curriculum.

3. Students can continue their focus with intermediate level business German (German 352, 462). With the help of the CIBER funding, the German 462 has been team taught with faculty working with a graduate student intern, who then teaches German 352 the following semester, providing teaching experience in a new subject area and résumé building for the graduate student.

4. Professional internships. Since 1998 24 internships have been arranged with companies in Germany. Participants have been Siemens; DaimlerChrysler in Stuttgart; the German bank Sparkasse in Eutin; and Avery-Dennison Zweckform in Holzkirchen provide students with opportunities to further their international knowledge and to broaden their career opportunities, which range from biochemistry and design to economics, journalism and business and are made possible by the faculty’s efforts in collaboration with KU’s CIBER to locate suitable and reputable positions in Germany. With increased interest from the Sister Cities partnership this past year, the number available has been increased to six internships in Eutin for 2010.

5. We have become an official testing center of the Goethe-Institut internationally recognized “Certificate of German for Professional Purposes” (Zertifikat Deutsch für den Beruf). The testing center status has several advantages. The test is a standards-based test at the B2 level of the “Common European Framework of Reference for Languages” thus it provides feedback on the levels which our students are performing. It requires the faculty testers (Clark, Morrison, Vyatkina) to commit to two-year cycle of refresher training which provides them familiarity with current international language standards. Students who have acquired German through other programs and departments (study abroad, School of Architecture program in Stuttgart, etc.) receive further contact and teaching from the German department and can prove their proficiency in a meaningful way for their professional résumés. The Goethe-Institut has informed us that the 15 students tested at the Center at KU is about five percent of all such certificates in the entire US. In February 2009 KU hosted the training institute for the Goethe-Institute with 25 faculty from all over the US.

6. A measure of the success of the KU business German efforts has been two KU students were selected for the nationally competitive Transatlantic Program, which is organized by the German American Chamber of Commerce of the Midwest and offers a group of up to 25 select U.S. students the opportunity to gain work experience in Germany, following a ten-day full immersion seminar in Berlin, Germany.
Research Skills for Graduate Students

Our Department offers courses to develop a reading knowledge of German, Danish or Dutch for students in a variety of graduate programs as well as our own.

Graduate Programs in Germanic Languages and Literatures

The Department offers the MA degree and four tracks of specialization for the PhD degree in German. Since 2004, we have had an average total of 18-19 students, with an average of 6-7 students in our MA program and 11-12 students in our PhD program. Nearly all of our MA students hold 50% Graduate Teaching Assistantships (GTAs) and complete their degrees in two years. Similarly, most of our PhD students hold 50% Graduate Teaching Assistantships during their first three years in the PhD program. After successful completion of the comprehensive examination they are eligible for a Max Kade Fellowship. These fellowships are renewable for a second year. The Department recently was successful in increasing the number of these dissertation fellowships to a total of four per year. With GTA and fellowship support, our doctoral students typically finish their degree in four to six years. The Department also supports students during their graduate studies with two summer research fellowships, three summer GTAs and one GRA on the Lawrence campus as well as three teaching positions at the Summer Language Institute in Eutin, the German sister city of Lawrence.

The M.A. Program

Our MA program provides a strong foundation in language, literature and culture while also preparing students with a specialized focus to meet the demands in our field. It is the only MA program in the state of Kansas that offers the full range of studies in Germanic languages, literatures, and teaching methodology. Its uniqueness is especially apparent in its ability to maintain a balance of literary, cultural, and linguistic studies, accommodating all older and modern Germanic dialects and periods of literary history. A two-year cycle plan in the course offerings ensures a controlled frequency of courses required within each student’s study period.

At the MA level, students receive a rigorous training in critical analysis, research and writing skills, methods and terminology; they learn to develop a thesis with sustained critical argumentation in their research papers, to deliver it in an oral presentation, and to formulate a meaningful critique of each other’s work. Students receive a thorough understanding of the discipline through synchronic and diachronic study of the German language, the study of all literary genres and periods, exemplified by works of representative authors and movements. In conjunction with course work, a comprehensive reading list serves to prepare students for the written and oral exams which also include a thesis option in which case a seminar paper of superior quality is developed into an MA thesis. Since most of the MA students work as Graduate Teaching Assistants (GTAs) in our basic language proficiency sequence, a thorough teacher training course followed up by extensive faculty mentoring accompanies the academic coursework. In addition, through our numerous exchange programs, students have the opportunity to study at a German university as part of their MA work and thus gain international academic and cultural experience. The MA provides students with the foundation for work at the PhD level, either in our program or at another university; it also prepares students to work in
government and to teach German in the public school system, at two-year colleges or to continue advanced studies in fields such as Linguistics or English as a Second Language.

The Ph.D. Program

Characteristic of our PhD program is its combination of comprehensiveness and diversity. While students expand their knowledge and skills through advanced courses and seminars, they may specialize in one of four different tracks: German literature, medieval philology, Germanic linguistics, and German applied linguistics. This provides students with a focus when they enter the PhD program and guides them to a viable dissertation proposal which must be presented at the time of the oral portion of the comprehensive exams. It enables students to proceed with their dissertations without a hiatus once they have passed the oral exam, thus allowing for timely progress toward completion of the PhD. Students work with a faculty mentor in the area of their specialization, receiving expert guidance throughout the program. Each spring semester, we invite a distinguished Max-Kade Professor from a German university who contributes her or his expertise in advanced courses on German literature, culture, and linguistics. Students experience an intense learning environment with an expert in a field in which they may choose to specialize. They may also choose to study at a German university through our Graduate Direct Exchange (GDX) or the Fulbright program to acquire advanced expertise in their area of specialization and to conduct dissertation research at specific archival collections in Germany. Although most PhD students teach as GTAs in the basic German language sequence, they are eligible to apply for a Max Kade Dissertation Fellowship upon successful completion of the oral comprehensive exam and acceptance of the dissertation proposal. They may receive two years of fellowship support while completing their dissertations.

It is a particular and longstanding strength of our graduate programs that they provide students with a broad offering of courses, expert academic preparation and mentoring including teacher training, a strong international component, a broad range of support through Graduate Teaching Assistantships – on campus and in our Summer Language Institutes in Germany –, and fellowships. Students who excel in teaching and service during the year receive public recognition through awards from the Graduate School or the Department. Each spring, the Department supports a conference organized by its graduate students which serves as a forum for research presentations and discussions. This enables graduate students to present their research and engage in critical analysis and dialogue with a broader audience. Students are exceptionally well prepared to enter the profession and our placement of recent PhD graduates in positions at colleges and universities has been relatively successful (since 2003 three out of seven doctoral students have been appointed to tenure-track jobs; two have faculty or administrative positions in higher education; one is teaching at the high school level; one is not actively seeking employment for personal reasons). The challenges the graduate programs are facing include difficulties concerning resources: The department is losing a faculty position with teaching and research responsibilities in the “Age of Goethe” and also competes for excellent new graduate students with other institutions that can offer much better packages of graduate level support.
Innovations since 2004

The Department 1) strengthened the language pedagogy training of all graduate students 2) added two professional 1-hour courses for the MA and PhD level to ensure thorough graduate student professional preparation for the job market GERM 710 and 900; 3) improved graduate information on departmental website; 4) expanded the international experience by adding two graduate internships at schools in Eutin, Germany; 5) increased the number of dissertation fellowships; 6) increased library resources for advanced research. Improvements in progress are: 1) review of the MA reading list; 2) review of course offerings and course descriptions to reflect and increase the interdisciplinary nature of our courses (recent course additions reflect increased demand for courses in linguistics and applied linguistics).

The International Component

The Department offers numerous graduate level opportunities for studying abroad. Through seven Graduate Direct Exchange agreements with universities in German-speaking countries, our graduate students can study and engage in thesis or dissertation research for two semesters at the universities in Kiel, Hamburg, Bonn, Mainz, Stuttgart, Erlangen, and the ETH Zürich. They can also study and focus on research projects under a grant from the Fulbright Commission or the DAAD (German Academic Exchange Service).

In addition to such opportunities for complete immersion into studies and research abroad, the Department includes international students from a range of countries (Germany, Hungary, Poland, Russia, Ukraine, and China). This creates a diverse and lively academic environment that enriches graduate study through different cultural and linguistic perspectives.

During the summer, GTAs may work and collaborate with the director of our Summer Language Institute for undergraduate students in Eutin, Germany, either in a position as Assistant to the Director or in one of two internships. In one of the internships they teach German to students from the Lawrence high school summer program, in the other internship they teach English at the Berufsschule (vocational training school).

Apart from these opportunities, students regularly take courses from German professors when the Department invites a visiting Max Kade Professor to Lawrence each spring semester.

Additionally, the Department hosts international conferences which graduate students attend to further their insight into the profession.

Language pedagogy training for graduate students

The Department requires all new Graduate Teaching Assistants (GTAs) to attend the university-wide conference for new GTAs organized by the KU Center for Teaching Excellence (CTE) prior to acceptance of their teaching duties at KU as well as CTE follow-up sessions during their first semester of teaching.
At the Department level, the GTA coordinator supports a comprehensive GTA language pedagogy training program consisting of the following components:
- a three-day-long orientation training program for new GTAs organized and conducted by the coordinator
- a pre-semester orientation session for all GTAs conducted by the coordinator
- GERM 800: a 3-credit Teaching Methodology course required of all GTAs new to the department (irrespective of their previous teaching experience) taught by the coordinator
- GERM 801: a 1-credit teaching workshop for all continuing GTAs taught by the coordinator
- teaching observations and mentoring of all GTAs by faculty members
- continuous communication about teaching matters between the GTAs and the GTA coordinator in person, via email, and via the Blackboard GTA coordination course
- continuous GTA training in instructional technology with the assistance of KU Instructional Development and Support (IDS) and the Ermal Garinger Academic Resource Center (EGARC)

The professional development of our GTAs as teachers is supported by the following opportunities:

1. **Teaching a variety of elementary and intermediate German courses under the supervision of the GTA coordinator.**

   Typically, incoming GTAs’ teaching assignments progress from first-semester to fourth-semester German (GERM 104, 108, 212, 216). Importantly, the fourth-semester Intermediate German II course (GERM 216) represents a transition from the lower-level to the upper-level division because the syllabus and course readings revolve around the textual analysis of German short stories. After teaching this transitionary course, the GTAs are well prepared to teach more content-based courses. Furthermore, advanced GTAs are occasionally given an opportunity to teach Honors sections in the proficiency sequence (GERM 105, 109, and 213).

2. **Opportunities to teach German courses beyond the basic proficiency sequence under the guidance of a faculty mentor.**

   Such teaching opportunities for advanced GTAs in our department include: 1) GERM 100 and 101: German for Reading Knowledge (which mostly enroll graduate students); 2) GERM 444: Conversational German (an upper-level course for which the GTAs design their own syllabi and select teaching materials); 3) GERM 352: German for the professions (a business German course sponsored by the KU Center for International Business Education and Research, or CIBER); 4) GERM 344 and 348: Intermediate Composition (occasionally taught by very advanced GTAs under the guidance of a faculty member who teaches a parallel section of the same course).

3. **Opportunities to teach German abroad** (see the section on Study Abroad).

4. **Rewarding good teaching.**

   We encourage teaching distinction among our GTAs through the Department’s annual Stella Knecht Prize for Outstanding GTA. In recent years, our GTAs have also won the highly competitive KU Outstanding GTA Award from KU Research and Graduate Studies (RGS).
Moreover, opportunities for summer teaching are granted to GTAs on a merit basis evaluated by the departmental Committee on Graduate Students.

In the last three years, we have enhanced the training of our graduate students as teachers through the following initiatives:

1. Updated methodology course.

Nina Vyatkina has reworked the required GERM 800 (Teaching German as a Second Language) course by incorporating new developments in the fields of Applied Linguistics and Foreign Language Teaching such as literacy-based instruction, context-based teaching, and ACTFL standards for Foreign Language Teaching. She has changed the required course readings by introducing the up-to-date 2007 edition of the methodology book “Teaching by Principles” by D. Brown (one of the most comprehensive contemporary textbooks, it presents new teachers with a wide array of theory-based teaching principles, methods, and techniques), the renowned book by C. Kramsch “Context and Culture in Language Teaching” (a thought-provoking introduction into the philosophy of teaching with numerous examples from the practice of teaching German), as well as recent scholarly articles on teaching German as a foreign language. The self-reflective component of the course has been enhanced by adding the following assignments: a course paper focusing on participants’ personal language learning experiences, weekly iterations of a self-reflective teaching portfolio, and content-based grading rubrics for course assignments.

2. Instructional technology training.

The coordinator has implemented the following innovations:
- The online course Beginning and Intermediate German Teaching Information and Materials Exchange (BIG TIME) for GTA coordination, mentoring, and experience exchange has been created in the KU online course management system (Blackboard) and is supported by the coordinator. All GTAs collaboratively contribute to this communicative online environment that, at the same time, serves as a rich resource for creating classroom activities.
- All GTAs are trained and required to create and use Blackboard courses for communicating assignments, deadlines, grades, and other important information to their students (until Fall 2009, the use of Blackboard was optional). This supports uniformity of course management across GTA-taught sections as well as accountability vis-à-vis their students and the coordinator (who has access to all GTA Blackboard courses).
- The outdated paper workbook and lab manual in GERM 104, 108, and 212 were replaced with an electronic workbook to reduce mechanistic grading previously imposed on GTAs. The GTAs were trained in facilitating students’ independent use of this online workbook.
- The coordinator has incorporated biweekly computer lab classes (Medienstunden) into the syllabi of all proficiency sequence levels. All GTAs are encouraged and trained to use the computer lab class time for facilitating the following computer-based and learner-centered activities: completing tasks related to real-life situations and based on finding information on authentic German-language websites (e.g., shopping, finding apartments for rent, designing itineraries), working on culture projects, providing computer-assisted peer feedback on writing assignments, and pronunciation practice.
- The coordinator organizes periodic GTA training sessions by KU instructional technology personnel (EGARC and IDS), who introduce recent technological developments for language teaching at KU and support the GTAs in implementing this technology in their classes.

**Library Resources for Graduate Research in German**

The University of Kansas (KU) Libraries serve as “dynamic partners and campus leaders in advancing inquiry and learning for KU, for the state of Kansas, and for an ever-expanding community of world scholars” (http://www.ku.edu/libraries/). Watson Library, the largest library on campus, houses research collections that include extensive holdings in the fields of Germanic languages (over 4,900 titles) and literatures (nearly 43,000 titles) and German history (nearly 12,900 titles). The Kenneth Spencer Research Library contains the Kansas Collection, which focuses on the history of Kansas, Kansans, and the Kansas region. It contains sources on the German immigrant experience that include historical photographs; several diaries and accounts of immigrants; monographs; promotional materials issued by the railroad, state, and cities to attract settlement; church histories; city and county histories; Douglas County records; and Eudora, Kansas city records (http://spencer.lib.ku.edu/kc/). The important Rainer Maria Rilke Collection, also housed in Spencer, contains nearly 1,600 items, among them first editions of all of Rilke’s works, critical editions, translations, bibliographies, criticism, as well as materials on the reception of Rilke’s works (http://spencer.lib.ku.edu/sc/rilke.shtml). Our graduate students can also use the collections of KU’s Gorton Music and Dance Library and the Murphy Art & Architecture Library, for example.

The Department of Germanic Languages and Literatures supports the Engel German Library, a study facility adjacent to the Department in Wescoe Hall that contains approximately 5,000 bound volumes on German history, literature, and language; current newspapers and periodicals; and a selection of German language and musical recordings. The Max Kade Center for German-American Studies, located in the Sudler House, holds approximately 15,000 volumes, including the John Spalek Exile Collection, the Albert Bloch Archives, and the book collections of the Milwaukee and Lawrence Turnvereine. In October 2009, the Max Kade Center obtained the complete New York Turner Archives, which date from 1850 to 2005 (http://www2.ku.edu/~maxkade/index.htm).

Through the KU Libraries, students have access to extensive electronic resources such as databases, E-journals, and RefWorks. KU is a member institution of the Center for Research Libraries (CRL), which grants our students unlimited access, through interlibrary loan, to the Center’s more than four million publications, archives, and collections. These holdings include the largest collection of circulating international newspapers in North America and more than 800,000 foreign dissertations (http://www.lib.ku.edu/public/research/aboutCRL.shtml). KU Libraries also provide assistance to graduate students for using technology and information for teaching and research purposes, including consulting services for individuals as well as computing and information literacy workshops.
Max Kade Center for German-American Studies

The Beginnings.

Through his personal contacts with Dr. Max Kade, Professor J. Anthony Burzle was able to gain an annual visiting professorship for the University of Kansas. Sponsored jointly by the Max Kade Foundation and the College of Liberal Arts and Sciences, this arrangement has made it possible for the University of Kansas to host distinguished professors from Germany each year since 1966. (See list of visiting professors at http://www2.ku.edu/~maxkade/kadeprofessors.htm)

Together with Erich Albrecht, Burzle established the Max Kade Center for German-American Studies in 1968 with a focus on nineteenth-century German-American literature. Professor Burzle was also instrumental in the acquisition of the Milwaukee Turner book collection, which became the center piece of the Max Kade Center. Professor Burzle arranged for the acquisition of the books of the Milwaukee Turner Society (Turnverein). This valuable collection of about six thousand volumes remained in storage until it was possible to renovate the Sudler House, the current home of the Max Kade Center. The renovation of the Sudler House, completed in 1992, in addition to providing space for the library collection, publication and research activities, also offers a comfortable apartment for our distinguished visiting Max Kade Professors and other guests of the department.

The Kansas German Dialect Atlas.

Professor Keel was responsible for encouraging and directing research projects that analyze German dialects in Kansas. Based on recorded interviews with German immigrants or their descendants, a series of studies have documented significant features of German speech islands in Kansas and Missouri. These studies by Professor Keel and his graduate students have become the foundation of an Online Dialect Atlas. This digital library allows users to access the language spoken in a particular Kansas region. http://www2.ku.edu/~germanic/LAKGD/Atlas_Intro.shtml

The Exile Collection and Literature since 1900.

In 1997, the Max Kade Center acquired the John Spalek exile collection, an interdisciplinary library that that represents the legacy of the refugees from Nazi persecution. The collection was expanded to include a broad range of German authors and artists from 1900 to 1945. Werfel, Feuchtwanger, Zweig, Toller, and Rilke are prominent names for which the Max Kade Center now has significant research holdings. http://www2.ku.edu/~maxkade/salter_jackets.htm

The Humboldt Digital Library Project.

First proposed by Rex Clark and supported by a TransCoop grant of the Alexander von Humboldt Foundation, the project for a Humboldt digital library evolved subsequently through a partnership with the Computer Center of the Hochschule Offenburg, under the direction of Detlev Doherr. Over a period of about ten years the collaboration has resulted in a functioning
and innovative system that allows users to search Humboldt’s works in an efficient way. http://avhumboldt.net

The New York Turner Collection and German-American Turner Archives.

Representing one of the first gymnastic societies in the United States, the Turners of New York have entrusted their valuable archives and books to the Max Kade Center. Established in 1850, their society became a crucial social network for the refugee freedom fighters of the failed 1848-49 revolutions in Germany. The Turners joined the fight against slavery in the United States and here in Kansas. They played a role in the nomination and election of Abraham Lincoln. This major archival acquisition augments the Milwaukee and Lawrence Turner collections at the Max Kade Center and enhance our reputation as a significant national research facility. Katja Rampelmann, a KU graduate student, writing a thesis on the Germans of Lawrence, Kansas, discovered the book collection of the Lawrence Turner Society. These collections will be housed in the Sudler Annex following extensive renovations in 2011. http://www2.ku.edu/~maxkade/turnverein_collections.htm

Graduate Student Conferences.

The Max Kade Center has hosted annual conferences for our graduate students for the last thirteen years. Each conference invites graduate students from our program and other universities to present their research. Our graduate students also invite a guest scholar to participate as keynote speaker for the event.

Conferences and Lectures.

The Center has hosted a number of conferences and guest lectures. Please see our Max Kade Newsletters for details.

Publications. See http://www2.ku.edu/~maxkade/publications.htm

The Yearbook of German-American Studies.

This international journal, of which volume forty-three recently appeared, is published by the Center for the Society for German-American Studies. It also originated with Professor Burzle and is currently under the editorship of Professor Keel. http://www2.ku.edu/~maxkade/publications.htm

Friends of Eutin and Lawrence Sister Cities.

Inspired by the close personal relationships that developed from the German Department’s longstanding study abroad program in Eutin, Lawrence and Eutin became sister cities in 1989. The Max Kade Center has been a resource and organizing pillar of support for this partnership. The center is directly involved in the organization of a variety of exchanges, such as our high school exchange, internship programs, visits of artists, and the organization of art exhibits on both sides
of the Atlantic. The Center also hosted meetings of the Lawrence Sister Cities Advisory Board for several years. [http://www2.ku.edu/~germanic/eutin.htm]

**Future Plans for the Sudler House Complex.**

With the support of the New York Turnverein Foundation and the Max Kade Foundation we hope to renovate and maintain the KJHK radio station building as an annex to the Sudler House. This modest structure has a background in the pioneering days of Kansas and was built on the property of General James H. Lane, one of the most prominent leaders of the Kansas struggle for a slave-free state. Because the Turners played a role in that struggle, it is appropriate that we dedicate this building to our German Turner Collections.

We expect the main building of the Max Kade Center, the Sudler House, to become primarily devoted to literature since 1900. This would make it possible to implement previous plans for a focus on the period of modernism/expressionism. The books and documents of the Turners could be moved to the new facility, the annex that we intend to renovate. The lower floor of the annex could accommodate the overflow of books; we desperately need extra space for books that are already in the building and those that we expect to receive in the future.

At the upper level of the annex we have the opportunity to create a museum-like display area to highlight the legacy of the Turners and the refugees of the 1848–49 revolutions in Europe. This new facility will join in efforts of the “Freedom’s Frontier Heritage Area,” which Judge Deanell Tacha described in a short article of our recent newsletter. Because the annex represents a part of the pioneer history of Kansas, having been built on the property of James H. Lane, leader of the free-state movement and first United States senator of Kansas, it is a unique historical monument and can draw attention to the special role that Germans played in the struggle against slavery before the Civil War.

We plan a series of display and flat file cases that will highlight our most interesting and valuable books and documents from New York and from other collections. We will complement these artifacts with computer and video screens that can access a variety of additional materials. It would be important to establish our center as a leading resource facility for research about Turners in the United States and Germany. We will create links to all points where Turner societies are still in existence or have resources for further research. In cooperation with Freedom’s Frontier project we will also identify the places that played a significant role in the history of this area before the Civil War. In both cases we can work with the innovative technology we have developed with our Humboldt digital library. We will use “Google Earth” to allow viewers to navigate to points of interest and access both general information and specific research related data. We are creating a virtual library, but, at the same time, displays that would be interesting to those who visit the annex, be they classes, individual researchers, or the general public.

To create the basis for this program, we will contact scholars in the United States and Germany about the possibility of collaboration or research visits to our center. We need to conduct research to uncover much history that has been lost in the previous century of wars in which Germany was a hostile power. We have organized conferences and classes relating to the
German immigration of the nineteenth century. We expect to have our scholars work at Turner centers in this country and abroad and to have them also return and help develop innovative features for our new facility. We are planning an international conference of the Society of German-American Studies in Lawrence in 2011 to highlight the Turner and 1848–49 legacies.

Appendix: Faculty Statements

Frank Baron, Ph.D.
Professor

Teaching. For almost four decades I have consistently contributed to German language instruction on all undergraduate levels. Before the department acquired a specialization in applied linguistics, most faculty members taught elementary and intermediate level classes. I taught such courses consistently in my role as director of the Eutin summer language institute for a period of fourteen years, up to 2002, and I established a successful structure and network that has continued to function up to the present.

About ten years ago outside reviewers of the department recommended that we hire a specialist in cinema to increase enrollment. I felt that we could not afford to use our infrequent opportunities to hire a faculty member for such a specialized field; I believed that we needed to focus on other areas essential to our mission. I proposed a cinema course of my own (German Cinema Classics in Context), and I wrote a textbook to support a program of readings for the literary, cultural, and historical context of the films. This course has been successful in attracting significant enrollments from all disciplines on campus. I have received a green light to teach this course every semester.

My courses at the graduate (along with advanced undergraduate) level have covered topics such as Rilke, Thomas Mann, exile, the European Faust tradition, and, most consistently, the survey of the Renaissance, Reformation and Baroque (1400-1700). I have directed dissertations in a number of areas relating to these courses.

Research. As the description of the Max Kade Center indicates, my position as director since 1997 has given me the opportunity to promote scholarly projects in a number of areas. At first it was my task at first to establish a viable book and manuscript collection for exile studies, which contains about 5,000 books and could be featured in several national and international exile studies conferences. I have supported the work of colleagues in making the center the home of conferences on topics such as dialect islands and the legacy of the legacy of Ernst Moritz Arndt. I have participated in the creation of an Alexander von Humboldt digital library, which is fully functional site on the Internet and has attracted at least a million visits. I have invested research time in recently years to the somewhat neglected legacy of the German Turnverein in the United States. The New York Turnverein has supported my plan for a book on the historical importance of these societies. At the same time, the New York Turners have donated their valuable archives for this research effort. They are also providing financial support, together with the Max Kade Foundation, to renovate and maintain the Max Kade Annex. This added facility will provide needed storage space and a home for our rapidly growing German Turner collections.
Service. Although I have been involved in all aspects of department committee work, I have contributed most to the tasks of the library and lecture committees. I have organized numerous lectures and just as many international conferences (on Rilke, Albert Bloch, exile studies, Ernest Manheim, and the Renaissance). In most of these cases book publications have resulted.

My involvement in sister city projects cuts across departmental and community interests. To take advantage of our close relationship since 1966 with the city of Eutin, my colleagues and I succeeded in having our city establish a sister city connection. I have worked to promote a viable program of exchanges that involve not only our department and the university, but also the entire community of Lawrence. This program promotes the vulnerable high school German program through direct exchanges. We are able to send our undergraduate and graduate students to Eutin as interns in a variety of fields. Exchanges take place in art, music, and business. The consulate in Hamburg has called this program the most active in Northern Germany.

Stefan Bergström, Ph.D.
Lecturer for Swedish

I am currently serving as a lecturer in the Department of Germanic Languages and Literatures. I am teaching Swedish language courses as well as a course in Scandinavian Civilization entitled “Scandinavia: Past and Present.” As a lecturer I have taught Swedish on the first year, second year and third year level. The objective of my language teaching has been to promote active student learning from the beginning to the advanced level. The purpose of my Scandinavian Civilization class (which has so far been taught once) has been to offer a broad and general introduction to the past and the present of the Nordic world.

I consider the Scandinavian courses which I am teaching an essential part of the mission of the Department of Germanic Languages and Literatures. The name of our department is, after all, not the “Department of German Studies.” Its real name in itself instead on the contrary stresses Germanic languages in the plural form. The core mission of our department is of course to teach German language and literature. But the very name of the Department also emphasizes the importance of including other Germanic languages in the curriculum. Dutch is a language that has sometimes been offered by the department. The same is true for the Scandinavian languages. Danish, for example, has been offered on a reasonably regular basis. Norwegian language courses have also been offered in the past. Since 2002 Swedish language courses have been taught in the department and I have been teaching those courses since the fall of 2003. I regard the Scandinavian program as an absolutely essential element in the fulfillment of the mission of the department, particularly in view of the fact that the University of Kansas lacks a separate department for the field of Scandinavian Studies. It should also be noted that our department have had very prominent members of the community of American Scandinavianists in the past. Swedish is, in my opinion, especially important as a core of any Scandinavian program. Swedish is by far the largest of the Scandinavian languages and has more native speakers than Danish and Norwegian combined. Swedish is also the only one of these languages which is an official language in two countries. Since the mainland Scandinavian languages are to a substantial degree mutually intelligible Swedish can also serve as a first introduction to the other Scandinavian tongues. Enrollments also clearly show that Swedish is the Nordic language with the by far largest student appeal. This is of course in part also due to the existence of Swedish-dominated communities within the State of
Kansas. I see my class in Scandinavian Civilization as a complement to the language courses. The civilization course also fulfills a part of the departmental mission in that it offers an introductory survey of a large primarily Germanic-speaking area beyond the scope of the German-speaking world of Central Europe.

I hope that, the availability of future resources permitting, an expansion of the Scandinavian program would be possible, thereby contributing even more substantially to the educational mission of our department. Experiences from other academic institutions clearly demonstrate that many different types of Scandinavian courses can have a broad appeal to students with a great variety of interests. Beyond the general course in civilization, Scandinavian history classes, courses on the Vikings, Icelandic sagas, as well as survey courses on Scandinavian literary masterpieces can be mentioned in this context, since such courses have attracted a great student interest (as well as high enrollments) at many other universities in this country.

I hold a PhD in German Literature from the University of Kansas and I would argue that Scandinavian subjects are excellent for the purpose of comparative studies with the field of German Studies, particularly in view of the obvious cultural similarities between the areas. The impact of Lutheranism, for instance, is one example of something that the two geographical regions (at least to a large degree) have in common. I recently became an ABD in European history and although my current research is specifically focused on Germany and Central Europe rather than Scandinavia I anticipate that Scandinavia will of great interest for historical and political research as well, including in my own research. In my view, such an emphasis on interdisciplinary studies of modern Scandinavia could be considered a part of the mission of the Department of Germanic Languages and Literatures as well.

In sum, I hope that this presentation of my work as a lecturer of Swedish and Scandinavian Civilization has offered some insight into the importance of the other Germanic languages which I believe constitute an essential complement to the teaching of German language and literature in our department. Hopefully I have been able to convey my enthusiasm for this viewpoint in my description of my duties in the department.

James H. Brown, Ph.D.
Assistant Professor

I earned my Ph.D. from the University of North Carolina at Chapel Hill in 2006 with a specialization in medieval German literature, and I joined the Department of Germanic Languages and Literatures at the University of Kansas when I was hired as an Assistant Professor in the Fall of 2006. Since my arrival, I have worked to establish a solid and integrated record of research, teaching, and service that helps fulfill our department’s mission of studying and actively promoting the Germanic languages and literatures and the culture of the German-speaking world.

Research. My research interests and accomplishments to date contribute to the department’s role as the only university in Kansas, as well as one of the relatively few German programs in the United States, to offer a specialization in medieval philology as well as in German literature, Germanic linguistics, and German applied linguistics. Currently, my primary research focus is
on the completion of my first book project (*Imagining the Text: Ekphrasis and Envisioning Courtly Identity in Wirnt von Gravenberg’s “Wigalois”*), which engages with contemporary discourses on literature, material culture, and visual culture to examine the relationship between rhetoric and the construction of cultural identity among German-speaking audiences from the 13th through the 16th centuries. I expect to have the full manuscript for this book completed by the end of the Spring semester, 2010.

I was recently awarded a grant from KU’s New Faculty General Research Fund (NFGFRF), and research travel that these funds afforded me has sparked my deeper interest in the symbiosis between literature and material culture of the German Middle Ages; following the completion of my book, I plan a series of articles that investigate the numerous depictions of scenes from literature in living spaces or on everyday objects in Austria and Southern Tirol. These include the murals at Rodenegg with scenes from Hartmann von Aue’s *Iwein*, a canonical work of medieval German literature, and the frescoes at Runkelstein depicting moments from Gottfried von Strassburg’s *Tristan*, one of the most important and frequently reincarnated works of Western literature in general.

My research on *Wigalois* has prompted furthermore an interest in the literary discourses surrounding Christianity and Islam in the Middle Ages, and in my next long-term research project, I plan to examine the many representations and misrepresentations of Muslims in Middle High German and Early Modern German literature. In the frequently ambivalent images of Muslims in works such as *Wigalois*, *Parzival*, or *Willehalm* (and the images in the illustrated manuscripts that contain these works), I see an opportunity to draw concrete connections between what was acutely topical in medieval Germany and issues that modern Germans and other Westerners continue to confront today. At a time when many German programs in the United States leave the roughly one thousand years of German literary history prior to 1750 virtually unexamined, this line of research in particular will help make KU’s German department a place where students find that studying older German literature and culture is not only deeply personally rewarding, but can also be relevant to important issues in today’s world.

**Teaching.** My graduate training at UNC not only prepared me to teach in my area of research specialization, but to be able to develop and offer a wide variety of other courses as well. Since arriving at KU in 2006, I have taught the full range of departmental course offerings, from intensive graduate seminars on canonical medieval German literature (German 823: Gottfried’s *Tristan*) to literature courses for undergraduate majors (German 408: *Introduction to German Literature from 1890 to Today*) to general humanities courses available to undergraduate students from any major (German 120/420: *German Literature in English Translation*). Acknowledgment of my passion for teaching and for things German is evident in my consistently positive student evaluations; in my being a semi-finalist for a KU H.O.P.E. Award (Honor for Outstanding Progressive Educator) in 2008; in the students from my courses who have continued as German majors or minors or who, following graduation, continue to use German in their own work; and in the doctoral students I have recruited and whom I mentor as a dissertation director.

The past year in particular has provided me delightful opportunities to combine my interests and personal experiences with the development of courses vital to the continued success of the German program at KU. My dedication to quality teaching has initiated a thorough review and
reconfiguration of the goals and materials for German 344 and 348, our two intermediate culture and composition courses. These two courses are absolute watershed moments in the German-learning careers of our majors and minors, and time invested in assessing the curriculum for 344 and 348 (see below, Service) will lead to more clearly articulated and executed course goals, and will provide students with skills that will better enable them to succeed in the German program and in their future careers. My prior formal training as a studio art major (printmaking), and later as an apprentice violinmaker and restorer for five years, has informed my development of German 328 (Germany in the Arts), a general humanities, “principal” course taught in English that our department is offering for the first time this semester. My prior practical, hands-on experiences outside the classroom or archive lend an element of vibrancy to this course that I hope may attract a new major or two to the department. This and other courses I teach demonstrate the department’s and my own strong commitment to promoting German language and culture, and to developing critical thinking and writing skills among a broad range of students as well as to preparing its majors and minors with solid foreign language proficiency.

**Service.** I am always honored to serve our department and university, and see each item on my service record as an opportunity to represent our department positively and as a chance to demonstrate professional leadership. Similar to my teaching record, I have served the department and the university in a wide variety of capacities, from committees responsible for admitting and assessing graduate students to my current role as chair of the department’s library committee and to serving as faculty advisor for KU’s German Club. I have represented our department abroad as the director of our Summer Language Institute in Eutin, Germany, in 2008. One area of service that integrates my teaching and service particularly well and that, more importantly, contributes to our department’s mission, is my ongoing role as departmental coordinator for the University Task Force on Documenting Learner Success (see above, Teaching), which challenges me to strengthen our pivotal core courses for majors and minors while engaging in intellectual dialogue with the entire university community.

**D. Chris Johnson, Ph.D.**
**Courtesy Assistant Professor**

I am a full-time employee of Student Information Systems where I work as a financial aid system administrator. I also hold a courtesy appointment as an assistant professor of Germanic Languages and Literatures. I teach an occasional course for the Department when it works in well with my job schedule, usually about every two or three years. I normally teach the survey course - Introduction to Old Norse. I am tentatively scheduled to teach the course again in Fall, 2010. In addition to the survey course, I have facilitated one directed readings course on the Völsunga Saga. I have also taught the graduate reading course in German since holding the courtesy appointment.

I finished my PhD at KU in December 1994. At the time I was a full-time employee of the Office of Student Financial Aid. For a 4-year period after finishing my dissertation, I continued to do field work with German dialects in Kansas and helped to develop a web-based presentation of the data that has resulted in the online **Linguistic Atlas of Kansas German Dialects** (LAKGD). In 1998 I asked for consideration from the Department and the College to grant me a courtesy assistant professor appointment and to allow me to teach an occasional course. I chose
Introduction to Old Norse because it had not been taught for a few years and it was an area of study that I had enjoyed as a graduate student.

I teach Introduction to Old Norse as a broad survey introduction to the language, culture and literature. Students learn of the challenges of text transmission from oral sources to manuscript to normalized texts. They are introduced to the First Grammarians and phonemics as a means to try to imagine pronunciation of words in the twelfth century. Although the course is a reading course, students may choose to try to read texts out loud in class during translation exercises. Grammar is discussed throughout the semester as necessary to work through the translations. I have used Gordon’s *An Introduction to Old Norse* along with *Old Icelandic, an Introductory Course* by Valfells and Cathey. There is now a *New Introduction to Old Norse* by Barnes that might be interesting to try if it is still in print when I teach in Fall 2010. I do supplement whatever text I use with many other text excerpts from many sources representing the various prose genres. In addition, students are introduced to at least one eddic poem and one skaldic poem. They learn the names of the few known authors of note. As an introduction to the northern culture of the Middle Ages, the texts provide opportunities to touch on religion, commerce, law and society, in addition to Viking lore.

I continue to do research on German dialects in Kansas. I have also participated in field work to gather some recordings of German dialects in Missouri. There is a large body of cassette recordings that still need to be digitalized and incorporated into the LAKGD database. I am currently working on improving the LAKGD and will be presenting the current website at an upcoming KU Digital Humanities Summit. In addition, I am providing some input on a grant proposal to improve and connect the LAKGD with other online resources as part of the “Peopling of Kansas” initiative.

Rex Clark, Ph.D.
Lecturer

My research program focuses on travel writing and on concepts of culture which are made explicit in travel instructions and narratives, and found entry especially into novels and prose works. An important evolution of the German discourse on culture occurs as the concept, developed primarily in Weimar of the 1790s on the basis of an idealized Greco-Roman history, is reformulated as it is applied to vastly different societies and their cultural achievements. This historical approach fits well with recent research in German studies where postcolonial approaches are increasingly confronting such national definitions of culture with multiple global perspectives. My work on the forthcoming two-volume collection of materials on the literary (volume 1) and cultural/critical (volume 2) receptions of the works of Alexander von Humboldt is a case study on the application of this type of cultural analysis on a wide variety of materials—140 texts from a dozen different countries from the past 200 years. This research project was funded by a Transcoop Grant from the Alexander von Humboldt Foundation.
My research interests mesh well with several goals of the department, the teaching of German culture to the broader audience of undergraduates who take English-language Principal Courses for the College requirements. Courses we have recently developed include the ‘German Literature in Translation’ as well as ‘Berlin in German Culture’ and ‘Crossing Borders in German Culture’ all of which are concerned with specific forms of German culture over time and within international contexts. The program for the teaching of German for Professional Purposes and Business German also emphasize the uses of German within different contexts and global exchanges.

In my classes I strive to incorporate multiple strategies to engage student learning. The teaching materials often include a variety of materials to move beyond the textbook approach and test critical skills by contrasting materials and discourse strategies from books, film, internet resources, and original documents. My classes usually include a large writing component with both short in-class writing tasks as well as larger writing projects. Group research projects and student presentations are often utilized to address the variety of student interest and student learning styles. I have always made good use of the multi-media and online web resources such as Blackboard to expand the contact with students and engage learning beyond the time limits of the classroom. I have recently taught several classes using the new simultaneous video conferencing classrooms connecting Lawrence with the KU Edwards campus.

My teaching in the language classroom has been guided by the “five Cs” approach of the National Standards and we have recently gathered valuable experience the concrete application of the standards of the Goethe-Institut “Zertifikat Deutsch für den Beruf.” I have now coached several groups of students through this testing process based on the B2 level of “Common European Framework of Reference” standards.

Mark Daly, Ph.D.
Associate Director, University Honors Program

In addition to my duties with the University Honors Program, I am also involved in the teaching mission of the Department of Germanic Languages and Literatures. I have taught a number of courses, especially in conjunction with Honors offerings of the department, including the following:

- German 213 (Intermediate German I Honors), fall 2001
- German 217 (Intermediate German II Honors), spring 2002
- German 408 (Introduction to German Literature 1890-present), fall 2002
- German 351 (Late Medieval Middle Ages), fall 2004
- German 822 (German Medieval Literature), spring 2006

I have also directed Summer Language Institutes in Eutin, Germany, for the department during the summer sessions 2010 and 2011, which entails instruction in several undergraduate courses. I also participate actively in the life of the department by serving on committees from time to time as well as assisting with the annual KATG Schülerkongress. I work on a regular basis with the department staff to ensure steady enrollments in German Honors courses. In the future I hope to be more actively involved in the teaching mission of the department.
William Keel, Ph.D.
Professor and Chair

While chairing the department since 1990, focusing on rebuilding our faculty after a number of retirements and resignations, serving on university task forces and committees dealing with a variety of issues relating to the standards and procedures for promotion and tenure, among others, I have always remained true to my scholarly passion for the German language—its history and its variety.

My primary teaching and research interests are in German dialectology, Germanic philology, the structure of Modern German, and German-American studies. Arriving at KU in 1978, I became aware of the large number of German-settled communities in Kansas where the continued use of the immigrant dialects could still be investigated. I undertook to record and analyze as much of this rapidly vanishing linguistic and cultural resource as possible. This effort led to my involvement with many of these communities and an ongoing set of projects to assist these communities in their own efforts to document and even preserve their culture and language. This research also formed my teaching interests in our graduate program and led to my leadership role in the Society for German-American Studies, where I have served as president since 2006 and as editor the society’s journal since 1981. My work has also led to fascinating collaborations with U.S. and international scholars in German dialectology from South America to Siberia, resulting, for instance, in a volume edited by me with Klaus Mattheier German Language Varieties Worldwide: Internal and External Perspectives (2003).

My major focus and that of my students over the past thirty years has been to visit with hundreds of individuals in German settlements such as Victoria, in Ellis County, Milberger in Russell County, Hillsboro in Marion County, Inman in McPherson County, Partridge in Reno County, Hanover in Washington County, Bremen in Marshall County, Bern in Nemaha County and many more. The dialect recordings made in these communities have formed the bases for M.A. theses and Ph.D. dissertations under my direction as well as my own publications and conference presentations. But, perhaps most importantly, especially through the efforts of one of my students, Dr. Chris Johnson, we have undertaken since the late-1990s to create an online digital archive of these recordings for access by the general public and researchers. This Linguistic Atlas of Kansas German Dialects will always be a work in progress but it can already be utilized by scholars and the general public. We also collaborate with the university-wide “Peopling Kansas” digital initiative.

In working with these communities, we enabled them to see their linguistic heritage and culture in a new and positive light. If before many were ashamed of their use of a non-standard, non-English variety, now they developed a pride in that heritage. This has led to a number of collaborative projects with these ethnic communities in Kansas. Three of them deserve special mention. After making contact with the Bukovina Germans in western Kansas in 1993, I worked with their Bukovina Society, the Institut für Bukowina-Deutsche at the University of Augsburg and Kurt Rein of the University of Munich to publish a volume on the history, culture and language of this unique immigrant group with roots in the Bohemian Forest and modern-day Ukraine and Rumania. The 1996 publication of German Emigration from Bukovina to the Americas served then as a model for the second collaborative effort with the Germans of western
Kansas. This project documented the culture of the Volga Germans centered on Hays, in Ellis County. Here I worked closely with the Volga German Society and colleagues at Fort Hays State University to produce the 2004 volume entitled *The Volga Germans of West Central Kansas*. Both book projects served to provide scholars but most importantly the members of these ethnic communities with a tangible reminder of their history and cultural heritage. The third project is quite different. Here the nearly dormant Low German linguistic community in the Hanover/Bremen area of northern Kansas has recently awakened. Under the direction of my doctoral student Scott Seeger, this community has formed a heritage society and undertaken to revitalize the dialect with an ongoing series of classes in Low German taught by fluent speakers from the community under our direction. Dr. Seeger now combines teaching at a Kansas high school with his continuing work with this Low German community.

My work with the German settlements in Kansas led directly to my participation in the Speakers Bureau of the *Kansas Humanities Council*. Since 1989 I have made over 100 presentations for groups across the entire state for KHC. I am thus able to share my insights regarding the German heritage of Kansas, historically, linguistically and culturally, with hundreds of individuals in towns from Sublette to Seneca and most places in between.

Within the context of the teaching of German language and culture in Kansas, I have been an active member of the *Kansas Association of Teachers of German* since 1978—the state chapter of the national American Association of Teachers of German. In addition to serving as an officer in the organization twice (1993-96; 2004-07), including two terms as chapter president, I have worked with high school teachers across the state to promote the study of German by organizing together with the teachers annual competitions for students known as the *Schülerkongress*. Since 1990, we have brought some 300 students to KU each spring from Kansas high schools to compete in recitations of poetry and prose, culture quizzes, oral proficiency interviews and the like. This event serves to foster better understanding between the high school and college levels in the study of German. In addition, I was involved in developing a German-language immersion weekend for teachers of German in Kansas, known as the *Deutsches Wochenende*, first held at KU in the fall of 1986. For the past two decades, I have been a participant, presenter, or organizer of this annual event. Again, the focus has been on developing better relationships between those teaching at the high school level and those teaching at the college level in German.

Another aspect of my service to the state—although largely limited to Lawrence—has been my active participation in the development of exchange programs within the *sister-city relationship between Lawrence and Eutin, Germany*. I first suggested the idea of a sister-city relation after directing a summer institute for KU in Eutin in the early 1980s. Gradually others agreed that the idea was a good one for both communities. In 1989, together with Frank Baron, we obtained approval from both city governments to establish ties. I was instrumental in negotiating the agreement with the Eutin city government in the summer of 1989. In the ensuing twenty years, we have been successful in sending over 150 Lawrence high school students to Eutin during the summer and welcoming an equal number of high school students from Eutin during the fall in Lawrence. Other exchanges have involved the Lawrence Children’s Choir, Camerata Lawrence, the Lawrence Civic Choir, artists such as Robert Sudlow and Nancy Bjorge, the Lawrence Fire Department, business persons and many, many more. Since 1996 I have served by appointment
of the mayor of Lawrence on the Sister Cities Advisory Board of Lawrence. In that context I
coordinated most of the activities of the 15th anniversary celebration of the sister-city
relationship in conjunction with the 150th anniversary of the founding of Lawrence in September
2004. Since January 2008, I have chaired the Advisory Board and also organized and
coordinated the 20th anniversary events celebrating the sister-city relationship between
Lawrence and Eutin in 2009.

My support for students studying abroad is also underscored by my having directed nearly 30
summer institutes in Germany for KU in either Eutin or Holzkirchen. I remain convinced that
such experiences can be life-shaping for our students and also are the basis for much interest in
studying German and pursuing careers related to Germany.

In recognition of my service in promoting German language and culture in Kansas as well as my
efforts fostering cultural and educational exchanges between the United States and Germany I
was awarded Das Verdientskreuz am Bande (Distinguished Service Cross) of the Federal
Republic of Germany in 1999. The Kansas Association of Teachers of German honored me with
the Duden Award in 2004 for my service to high school teachers of German in Kansas. The
College of Arts and Sciences at the University of Kansas honored me with its Steeples Service to
Kansans Award in 2006. My teaching has been recognized by two student-initiated awards:
Mortar Board Outstanding Educator (1985) and Excellence in Teaching (Center for Teaching

Leonie Marx, Ph.D.
Professor

Within the mission of our Department, my work contributes to the Department’s strong
commitment to research and teaching in the field of Germanic Languages and Literatures, and to
service in our field at the various levels.

My research is concerned with modern German and Scandinavian literature, specifically of the
time period from 1900 to the present. The particular focus of my work lies on the development of
the German short story from the late nineteenth century to the present, on the literature of women
authors, on exile literature, on literary relations between Germany and Scandinavia, and on modern
Danish literature. I approach literary analysis from an interdisciplinary and comparative point of
view with an interest in the potential of literary works to engage in cultural discourse and contribute
to a transnational dialogue. In carrying out my research, I strongly believe in thorough research of
source materials that surround a primary work of literature within its contemporary cultural
context.

In my book on the German short story (©2005), I was able to demonstrate a continuity in the
reception and development of the short story in Germany since the late nineteenth century by
locating and analyzing sources that had been neglected, since it became customary to rely on and
quote from one standard work that was based on a limited time period and a very limited corpus
of primary data. I had access to a wide range of source material while researching at the German
national archive for literature in Marbach which enabled me, for instance, to analyze the role of
the short story in the context of literary politics during the dictatorship of the Third Reich. Invited
to participate as a judge on the panel of the 10th German and International Short Story Competitions in 1987, I gained insight into the reception processes and the interaction between short story authors and their reading public. To date, the book has appeared in three editions, significantly expanded with new insights: bringing into view recent developments since German unification, especially among authors from the former German Democratic Republic (GDR), and the role the internet has been playing for this genre. Apart from my continued work on the short story, most recently in an article on the role of war and peace discourse in this genre after 1945, my work on women authors has also included works from both the nineteenth and early twentieth century. In a book chapter on German novels by women authors, I analyzed women’s novels in comparison with their contemporary male colleagues and their legal and domestic situation and showed how the concept of the Bildungsroman (novel of formation or apprenticeship) did not apply to the heroines in women’s novels at that time.

My research on twentieth century German exile writers has focused on Ernst Toller and Irmgard Keun and can draw on some of the source material we were able to acquire for the exile collection of our Max Kade Center. In these articles I investigated the various strategies of protest, especially those of satire and performance. Interest in comparative and interdisciplinary research led me to writing a book and several articles on the contemporary Danish author Benny Andersen who, in a rare event, was recently proclaimed the Danish National Poet. My book was a pioneering study in Benny Andersen’s works, offering new perspectives by uncovering an underlying system in his œuvre that links him with existential ideas of the philosopher Søren Kierkegaard. Particularly in the area of German-Scandinavian literary relations, I have pursued research in a number of directions: in an article on the Danish reception of German literature after 1945, in a book chapter on Thomas Mann’s fascination with the literatures of Scandinavia, in an edited book on German-Scandinavian literary relations from the medieval period to the present, and in a currently on-going book length study on art and politics surrounding Ernst Toller’s relations with the Scandinavian countries in which I focus on aspects of performance and memory.

In line with my research, I teach language and literature in the respective cultural contexts and their international connections. I have taught a wide variety of courses in German and Danish language, literature and culture in our Department, in the Humanities Program, with guest lectures in European Studies’ courses, and internationally, as a guest professor at universities in Germany and Denmark.

Teaching and mentoring students at all levels are central to my courses. I focus on creating and raising the students’ awareness for the language, for literary issues, interdisciplinary aspects, and cultural and theoretical discourse to enable them to think both analytically and synthetically. In order to help students enhance their critical skills, I spend a significant amount of time with students during office hour appointments discussing their term papers with them and guiding them through the organizational and analytic process to further their strengths, improve their weaker skills and enable them to conduct independent scholarly research. In my graduate courses, I also teach students to adapt their papers to the format of a conference presentation, to present a conference paper, and to respond with constructive criticism to another student’s paper. As part of a thorough scholarly preparation, I integrate the source material we have in the exile collection of our Max Kade Center for German-American Studies, in the special collections of Spencer Research Library, and in the Spencer Art Museum. Last spring semester, for instance, I taught the
entire course on twentieth century literature (1900 to the present) in a special classroom in Spencer Research Library where designated rare materials were brought in from the collections for each class session. During other semesters, I have integrated museum visits to view materials specific to the culture of the Weimar Republic in the museum’s print collection. Since I believe that international experience is essential to a well-rounded education and preparation for the profession, I encourage undergraduate as well as graduate students to apply for study-abroad programs. I have been able to help our graduate students prepare their research projects for applications to Graduate Direct Exchange Programs with German universities and for Fulbright and DAAD fellowships. At the advanced undergraduate level, I have directed Honors theses in German and in European Studies; at the graduate level, I have directed both MA and PhD theses. I have participated in examinations as outside reader for German literature dissertations and as outside examiner of Danish language testing for graduate students.

The majority of my service is closely related to research and teaching. Serving as graduate director constitutes a major time commitment because, apart from day-to-day operations, it requires constant availability to the academic needs of graduate students and inquiries of current and potential applicants. I am also actively engaged in service at the international, national, and university level. I frequently participate in chairing sessions at the national meetings of the Society for the Advancement of Scandinavian Studies and am currently organizing the Conference of the North American Society for Exile Studies which cooperates with the German Society for Exile Research. As conference theme I chose “Exile and Performance.” Given my strong interest in exile research, I am committed to help expand our exile collection and enhance its use. As a member of the Max Kade Center Executive Committee, I have worked with my colleague Frank Baron to develop this area of our research facility. In addition, I am advising our Graduate Association of German Students (GAGS) and assist them with the planning of their annual conference. As a member of the University’s Fulbright and Direct Exchange Committee, I assist graduate students university-wide in preparing sound research proposals through the committee’s system of pre-proposal critiques and interviews. Each spring, I participate as a judge in the Kansas high school students’ competition in German skills, the “Schülerkongress,” here at the University. I have also given presentations on Danish culture in Kansas City and at the Lawrence Nordic Fest.

Jimmy D. Morrison, M.A.
Lecturer

My current involvement with the department dates back to the late 1990s when, as president and CEO of Siemens Transportation, Inc., I arranged for internships in Germany for KU students of German. Later, I developed GERM 462, *The German Business Environment*, and enhanced GERM 352, *Deutsch fuer den Beruf*, putting them into a logical sequence of GERM 352 in the fall (with a prerequisite of four semesters of German) and GERM 462 in the spring (with a prerequisite of one 300 level German course). The intent has been to offer alternative, so-called special purpose language courses for those interested in pursuing the German language and using it in a professional setting. I have taught, alone or in a team setting, both of these courses since 1999. Starting in Spring 2010, the Department has begun offering an alternative to GERM 216 (Intermediate German II): GERM 218 *Introductory Business German: Deutsch im Berufsalltag*. This course will provide an introduction to the two courses mentioned above. This addition aids
the Department in finding additional undergraduate majors and minors who are interested in learning German for professional purposes rather than in studying German literature.

In addition to these language courses, I have been involved with expanding our internship offerings in Germany. The goal is to find positions in Germany during the summer following the Spring in which a student has taken the GERM 462 course so that students can find practical application of that which they have learned in the sequence. Since 1998 we have placed 24 interns in Germany for the summer at companies like Siemens, Siecor, Avery-Dennison, and the banks at Lawrence’s sister city, Eutin: the Volksbank and, our longest running and most successful relationship, the Sparkasse. The breadth of business activity represented by these companies has allowed us to place students of German majoring in Business, Engineering, Chemistry, Industrial Design, Architecture, Journalism, and, of course, German.

In the last five years, I have been able to intensify the department’s relationship with the Goethe-Institut, a quasi-agency of the German government charged with the mission of teaching German language and culture around the world. As a part of the Institute’s assessment and testing mandate, KU’s German Department had been named an official testing center for their internationally recognized Zertifikat Deutsch für den Beruf (Certificate of German for Professional Purposes). This examination tests language proficiency at an intermediate high or B2 level according to the “Common European Framework of References for Languages,” and provides feedback to the Department on the level of proficiency of our students. The Goethe-Institut in Chicago is responsible for oversight of the test for the entire US and has informed us that KU represents about five percent of all such tests administered by them.

I have been successful over the last eight years in receiving funds from KU’s Center for International Business Education and Research (CIBER) to facilitate the above mentioned activities as well as to support a GTA (PhD Candidate) as an intern in GERM 462. The GTA also teaches GERM 218 and GERM 352. We have thus provided GTAs with teaching experience in a new subject area, allowing them to strengthen their CVs for future job searches. With CIBER assistance, these GTAs are often able to attend a national conference or teaching workshop in the area of business language education.

The above outlined activities support the mission of the Department through:

Teaching-By providing special purpose language courses to attract and retain additional students.

Service-By providing internships in Germany and by administering internationally recognized tests for competency in German business language.

Training-By providing opportunities to GTAs to enhance their teaching skills by expanding to special purpose languages, thus making themselves more marketable.

Lorie A. Vanchena, Ph.D.
Associate Professor

Teaching. Since joining the KU faculty in the fall of 2008, I have actively supported the teaching mission of the department by offering a broad range of courses at both the undergraduate and graduate levels. My undergraduate offerings have included Intermediate Composition and our two-semester introduction to German literature. Last semester I taught a graduate course on 19th-century German drama; this semester I am teaching a 600/700-level course on 19th-century German-American fiction and non-fiction. I have also begun preparing four additional courses for 2010-2011: general education courses on the German-American experience and Germany in the arts (I believe German needs a presence among the non-German-learning population at the university) and graduate courses on 19th-century German literature and the works of Heinrich Heine. By the end of my third year at KU, I will have taught 12 different courses. I am also fulfilling the department’s expectation that faculty members work individually with students in investigation and conference courses. One of our graduate students is now enrolled in her third such course with me; her work on Wilhelm Raabe will likely serve as the foundation for her dissertation. Furthermore, I am directing a dissertation on national and regional identity in the 19th-century German periodic press. This year I am pleased to be chairing an M.A. exam committee and serving on another. I particularly enjoy mentoring 1-2 graduate teaching assistants each semester, visiting their classrooms and then meeting to discuss their teaching methodology. I view mentoring as an integral aspect of my teaching; I have already advised numerous KU students on course selections, research projects, study abroad, graduate school, and employment opportunities.

In order to improve my teaching and better understand teaching as intellectual work, I regularly draw on resources available at the Center for Teaching Excellence. This semester I am focusing on aligning my course goals with course practices. I am also integrating into my courses many of the valuable resources available on our campus for students of German. For example, students taking GERM 590 (German Culture 1810-Present) will visit the Spencer Museum of Art several times. We will have tours led by curators and also view works on paper in the Print Room. Moreover, students will conduct research on prints in the upcoming exhibition, “Machine in a Void: World War I & the Graphic Arts,” and present their findings at the end of the semester in the museum. (Students may also be contributing to the exhibition’s wiki.) My German-American course will take students to the Spencer Museum of Art, the Max Kade Center for German-American Studies, and the Spencer Research Library. I strive to include in all of my courses archival materials that I have collected. This semester, to give just one example, students in my German-American fiction and non-fiction course will read articles and advertisements from a German newspaper published in New York in the 1860s.

Research. As expected by the department, I am engaged in an active program of research and scholarship. By the end of this year I expect to complete a book-length study of transatlantic cultural transfer, specifically the reciprocal mediation that occurred between the German and American cultural and political landscapes in the nineteenth century. The subject of this study is the witty intellectual revolutionary, historian, and writer Reinhold Solger (1817-1866), a significant agent of German-American cultural transfer in the 1850s and 1860s. I recognized the need for a book-length study of Solger while working on my translation of his novel Anton in Amerika (2006). Earlier studies on Solger have been narrowly focused; scholars have not
considered this immigrant within the context of cultural transfer, nor have they drawn on the extensive archival material that I have recovered from libraries and archives in the United States and Germany (research that has been supported by internal and external grants). Until recently, the discipline of German Studies has somewhat neglected the rich opportunity to explore cultural transfer, while American Studies has generally concentrated on Anglophone culture. My interdisciplinary study, which builds on work by Germanists, Americanists, and historians, aims to help reframe both German and American Studies. Like my previous publications on Solger, this project will contribute significantly to the scholarship already available on this important figure and demonstrate the value of his life and works both to Germanists and to scholars interested in American history and culture. This year I am also returning to 19th-century German literature; I have started work on an article investigating the portrayal of European events in Maria von Roskowska’s virtually forgotten but interesting historical novels. I will present this work at a conference in London this November, “German Women’s Writing in its European Context, 1700-1900.” I regularly present my research at national and international scholarly conferences. During the fall of 2008 I gave a paper in Vienna that explored ethnic identity and textual variations present in the German and American editions of Solger’s Anton in Amerika (1862 and 1872). Last March I was invited to speak on the current status of German-American literary studies in the United States at a conference held to celebrate the 25th anniversary of the Max Kade Institute at the University of Wisconsin, Madison. Expanded versions of these talks will appear in essay collections to be published this year. I am also nearly finished preparing for submission to a peer-reviewed journal a longer version of a paper I presented at last fall’s German Studies Association conference. It focuses on political poems published in a German-language newspaper during New York City’s Schiller Centennial celebration in 1859. I am also discussing a collaborative project with a colleague at the University of Erlangen (with which KU has a graduate exchange program) that will explore celebrations of German writers on both sides of the Atlantic Ocean.

**Service.** I am fulfilling the department’s expectation that faculty members actively engage in a variety of service activities in the department, university, and professional communities. This year I am chairing both the department’s Lecture Committee and Awards Committee and I am serving on several additional committees. Last fall I agreed to serve as chair of the Faculty Senate Research Committee, which is currently conducting a three-year review of the General Research Fund (GRF) and formulating recommendations concerning research computing and telecommunications at KU. Being chair of FSRC has given me the opportunity to work with faculty and staff from across the university and learn a great deal about KU’s administrative structures and practices. I expect that my level of involvement within the local and regional community, in particular with the Kansas chapter of the American Association of Teachers of German (KATG), will increase now that I am better settled at KU. Within the profession, I am especially pleased about recent developments with the H-Net list for which I serve as main list editor, H-Transnational German Studies. Collaborating with our editors and advisory board members, I have led the effort to transform the list from H-German-American and German-Canadian Studies (H-GAGCS) to H-TGS; the new list, which provides a forum for discussion on Germans not only in North America but also on other continents, better reflects the multidisciplinary and transnational interests of our scholarly subscribers. I also serve as Book Review Editor for the Yearbook for German-American Studies, which is edited by Dr. William Keel. Finally, I am currently participating in a year-long training program, coordinated by the
Office of the Vice Provost for Faculty Development, which seeks to prepare faculty members for administrative responsibilities at the university.

**Nina Vyatkina, Ph.D.**  
**Assistant Professor**

**Teaching.** I teach courses in German as a foreign language at the undergraduate level and German Linguistics and Applied Linguistics courses at the graduate level. I also coordinate the beginning and intermediate German language program and supervise the graduate teaching assistants. My teaching and coordination philosophy is informed by both my experience as a practicing language teacher and my research in second language acquisition. I think of my role in the classroom is first to be a facilitator and a resource for my students as they engage in learning to communicate in German, and second to be the organizer of classroom activities which inculcate in learners a sense of responsibility, personal autonomy, and critical and creative thinking. At the same time, I strive to balance these teacher roles with constant monitoring of the instructional process.

The overall goal of the undergraduate courses I teach and coordinate is developing communicative competence and literacy in German language and culture. More specific objectives for each course are formulated based on the National Standards for foreign language teaching in terms of the language use modes (interactional, interpretive, presentational) and skills (speaking, listening, reading, and writing). I organize class sessions around having the students communicate in the target language to complete a task or unit of work. As they speak in the target language and work toward completion of their task, I focus their attention on the linguistic forms needed to accomplish their communicative interaction. Thus, my approach to teaching is communicative, task-based, and form-focused, and I have implemented this approach throughout our basic language program. While I believe that much of the valuable class time should be devoted to aural-oral interactive activities, I also think that a reasonable part of the course should be spent for form-focused grammar instruction as well as creating and interpreting meaning through texts. I am convinced that such a balanced approach is beneficial for both students who are completing their language requirement AND for those who will continue as German majors and minors by bridging the gap between the “proficiency-based” lower level courses and “literature-based” upper level courses. My graduate courses in Teaching Methodology and Applied Linguistics serve the beginning teachers as a locus for making connections between classroom practice and the theoretical knowledge they gain from reading methodology and language acquisition literature. As a result of class discussions and assignments oriented toward continuous comparisons of theory and practice, student teachers gradually fine-tune their evaluation of theories and research results as well as make adjustments in their instructional practices. I strongly believe that critical reflection enhances teacher’s creativity, guides their professional growth, and improves instruction.

I continuously work on improving our lower division courses and the progression between courses. Since my employment at KU, I have implemented systematic curricular innovations based on my own research in second language acquisition and language pedagogy, best practices in the profession, and student feedback. Many of these innovations are based on integrating instructional technology into language teaching.
Research. The major focus of my research program is the development of foreign language abilities in college students. To that end, my research can be positioned in the field of Second Language Acquisition (SLA) research. In particular, I am interested in the following research questions: How do learners’ foreign language abilities develop over time? How is classroom learning different from language acquisition in untutored environments? Do learners acquire lexico-grammatical patterns of the target language gradually or abruptly, and what specific acquisition pathways do they follow for different linguistic features? How does computer mediation affect language acquisition?

My research seeks to answer these questions by collecting and analyzing large databases of samples of learners’ writing and speech in the target language as they learn and develop proficiency over time. These samples of learner language are collected into a learner corpus, a relatively new research methodology which allows me to address a major research gap in contemporary SLA research: the lack of large-scale longitudinal studies. By analyzing the foreign language productions from hundreds of individual college-level learners of German over several semesters of study at frequent intervals, I can closely track how the learners’ foreign language competence and abilities develop in the process of learning. My research responds to recent calls to use SLA research methods to: assume a dynamic view of the development of foreign language features in individual learners and cohorts of learners; record as much data associated with individual learners, tasks, and settings as possible; and explore both micro-changes and cumulative macro-changes over long periods of time. My research resulted in numerous scholarly presentations and a series of co-authored peer-reviewed publications, the last of which (Belz & Vyatkina, 2008) earned a national award from the American Association on the Teaching of Foreign Languages (ACTFL) for the best research article published in top-tier Applied Linguistics journals.

My main research goal for the next five years is to continue collecting, organizing, and analyzing the longitudinal corpus of learner German described above. This will be the first large scale, longitudinal corpus of learner language produced as beginning learners gain in knowledge and proficiency through a college level language sequence; a corpus that can be searched from the level of words, to parts of speech, up to the level of linguistic constructs; a corpus that is large enough to generate statistically valid quantitative conclusions, but which can still be accessed on the level of the single learner to allow qualitative analysis of individual development. This corpus will allow me to produce a series of innovative articles on longitudinal foreign language learner development that I will place in high visibility SLA journals. Furthermore, once annotated, this database of learner language will be made publicly available to a broad research community and thus will become a major source for SLA research across the US and internationally.

Service. In addition to being the German proficiency sequence and placement coordinator, I currently serve on the departmental Graduate Committee and the Undergraduate Studies Committee, and have served on the Committee on Graduate Students and the Awards Committee. At the University level, I serve as Center for Teaching Excellence Ambassador, Co-Director of the Center for German Business Language, and Faculty Research Liaison. At the state level, I have represented my department while participating in the work group that
identified language indicators to measure proficiency levels in German in elementary, secondary, and post-secondary education in Kansas (6/09); as judge at the Kansas High School student congress (3/08, 3/09); and as Wheat State Whirlwind Tour participant (an outreach program sponsored by the KU Office of Vice Provost for Scholarly Support, 5/08). At the regional level, I serve as authorized proctor for the Goethe Institute Chicago certification programs Zertifikat Deutsch and Zertifikat Deutsch für den Beruf. At the national level, I serve as a reviewer for the Modern Language Journal.
Executive Summary

Department of Germanic Languages and Literatures

Mission

A comprehensive program in Germanic Studies is essential to the overall mission of the University of Kansas with one of its core emphases on international and global studies. The centrality of modern Germany to an understanding of European history and culture as well as modern-day conditions is the basis for our three degree programs. The BA in German prepares our students to enter the work force ready to take on roles in the global economy or to continue and deepen their understanding through advanced degrees. The MA in German provides the foundation for careers in international relations or for doctoral work leading to a career in academia. The PhD in German offers students the opportunity to engage in research and develop their teaching skills to enter university-level teaching. At all levels of our program, we serve as a cultural bridge engaging the language, literature and culture of Central Europe and linking that through our exchange programs and outreach with the citizens of our community, state and region.

Faculty

With six tenure-track faculty and five lecturers/courtesy faculty, the Germanic studies program is highly productive. We are engaged locally, regionally and internationally. Faculty research includes modern and medieval German literature, exile studies, second language acquisition, linguistics, and interdisciplinarian endeavors with colleagues in a variety of other disciplines. Collaborative teaching with faculty in education, business, psychology, anthropology, architecture, European and American studies enriches our program. With over a hundred years of combined teaching experience and a number of awards for teaching excellence, our faculty members have the privilege of working in smaller-sized classes with students qualified to continue at the advanced level in German.

Bachelor’s Degree in German (BA)

With a professionally trained cadre of language teachers, the proficiency sequence in German offers a solid foundation for courses in advanced language skills, culture, literature and linguistics taught by tenure-track faculty. German language skilled developed in this degree program give our students the ability to interact with native speakers with a high degree of fluency and spontaneity. Our rich variety of study abroad opportunities allows our students to study for a summer, semester or academic year in Germany. The business German track of our program has been characterized by national reviewers as “the best German business language program in the country.” With three specialized courses in our program, international internships and certification, that claim is not an exaggeration.
Master’s Degree in German (MA)

The MA level of study provides the transition from language acquisition to research in language and literature for our students. With nearly all MA students teaching German as well, each one is mentored and trained extensively as a teacher of German, with specialized course work, workshops and ongoing training throughout each semester of teaching. The MA program is a more generalized program that prepares our students for advanced study and independent research in the doctoral program.

Doctoral Degree in German (PhD)

At the PhD level, our students continue their intensive training as teachers of language and culture while at the same time developing research specializations that will shape their careers as teacher/scholars. At this level, we see each student selecting from the variety of research specializations represented on our faculty in literary, philological, linguistic and applied linguistic studies within the framework of Germanic Studies. Working closely with a faculty mentor, each student develops an independent line of scholarship leading to a completed dissertation. Study at a German university via one of Kansas University’s many exchange programs is encouraged. Timely completion of the doctoral dissertation is supported by generous Max Kade Foundation Dissertation fellowships. Recent PhDs from our program have found tenure-track positions at institutions ranging from Washburn University to Pennsylvania State University.

Changes as a Result of the Review Process

Following the review process, we have taken steps to further enhance the German language program by collaboration with the German Academic Exchange Service, expanding the number of opportunities for internships. We have enhanced the ability for our students to study in Germany: In the last three years, donors have contributed $1,800,000 to establish endowed scholarship accounts for this purpose. At the graduate level, we have modified the teaching load for all graduate teaching assistants, enabling them to devote greater time to their studies. Additionally, we are working to implement graduate minors and teacher certification tracks.

Overall Evaluation

The success of our three degree programs is due to the engagement of our faculty. Every faculty member contributes scholarly expertise at each level of our degree programs (bachelor’s, master’s and doctoral) and also participates in those areas that enrich the academic side of our department: directing our summer institutes in Germany (now 50 years old), establishing internships with German firms, contributing to our local community through Lawrence Sister Cities, collaborating with teachers throughout Kansas with the Kansas Association of Teachers of German, or bringing the results of our research to audiences across the state from Bird City to Parsons in cooperation with the Kansas Humanities Council. The Department of Germanic Languages and Literatures plays a significant role at the University of Kansas, in Lawrence and in the State of Kansas.